

Educational Supplement

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VAT threat taxes a beautiful friendship

Prepare for a falling out of friends. The private schools have until now not given Sir Keith Joseph much trouble. But relations between HM and HMC may be about to take a turn for the worse.

The spectre haunting a beautiful friendship is the Treasury's much-leaked notion of putting VAT on books, something which I understand is still under active consideration, as they say. The teacher unions in the state sector have already mounted a vociferous campaign against the "taxing of knowledge". But, ironically, it is not the state schools that will suffer most.

Local education authorities can reclaim VAT. So, while parents may buy fewer books for their children, there is no reason why state schools should buy fewer books.

The vast majority of private schools, however, will not be able to claim back any extra money spent on books. And as they are determined to keep their book supplies up, they might have to claim it back from parents by increasing fees, a threat which HMC chairman and Harehasth's school head Bruce McGowan agreed this week was a real possibility.

He told me that the private sector

PUBLIC LIBRARY



"If I just look at the pictures does that make me an avoird or an evader?"

was determined not to cut back on numbers of books in schools. Approaches from the Headmasters' Conference to the Government voicing the schools' concern had already been made; and more were on the way.

As virtually the whole Cabinet (one notable exception being Mrs Thatcher) went to private schools, we can expect some high-powered lobbying of influential old boys between now and the Budget.

Another aspect of VAT on books which is causing some amusement among publishers is whether some books are going to be exempted from any new tax. What about the Bible, for example? We shall have to wait until March 19 to discover whether the word of God is to be zero-rated.

Out of pocket, out of step

Sir Keith's discomfort at the thought of the private schools turning on him would normally be a source of some amusement for the Labour Party.

But Labour has its own problems. And they centre on rate-capping, a term not even in the English language until a few years ago, but likely to be implanted in thousands of teachers' brains before the year is out.

The Labour councils affected by rate-capping – and they include three education authorities – are finalizing their strategies; and although a number of sophisticated options are being considered, defiance is clearly the name of the game: failing to set a rate – as a rate decreed by the Government – would involve a drastic cut in services, and thereby risking running out of money later in the year. That could mean salary cheques for thousands of council employees (teachers in the case of ILA, Haringey and Shetfield) simply not being paid.

This strategy demands that the populace realize that it's the Government's fault that services are not being provided and pay cheques are not arriving. It's a hell of a risk. There has to be an even chance that a number of teachers will forget that the Government's commands are that they will turn on the Labour employers from whom their salary normally arrives at the end of the month.

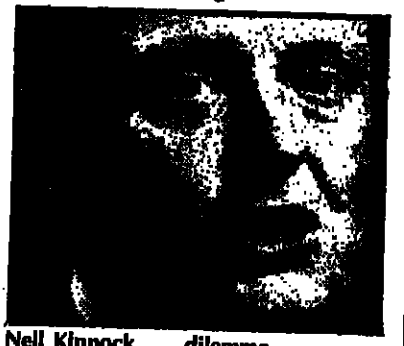
But if defiance is the name of the game, it is only the name of the game at local government level. The Shadow Cabinet seems less than happy about non compliance (not setting a rate) and Neil Kinnock went out of his way to say so in his New Year message.

I gather that a local government delegation to Mr Kinnock last week tried to change his views. But there was no meeting of minds. A compromise seems to have been reached that the local authorities will go their own way and Mr Kinnock, while not publicly agreeing with them, will not publicly denounce them. As J. P. McEnroe would have it, "You cannot be set serious".

If the local authorities and Shadow Cabinet can't agree on a strategy, what chance of convincing the local communities that you should be backed to the hilt while teachers' salaries fail to arrive and council tenants' rent payments mount up?

Some of Labour's most talented, and certainly most provocative, people are now in local government. But as the local authorities move into illegality it will be the party leader who will be challenged daily to defend or denounce them. Rate-capping, like the miners' strike, will sit heavy on Neil Kinnock's shoulders.

It all makes this weekend's Labour Local Government Conference in Birmingham probably the most important one ever held. The chances of a united party strategy emerging by Sunday night are slim, but on the other hand time is running out.



Neil Kinnock... dilemma

Unrequited innuendo

Can a young woman no longer go to an educational conference without being harassed, leered at and generally bored out of her mind by an ageing education officer or local councillor?

Apparently not. The streets of Britain are relatively safe these days, but when a group of worthy educationists arrive in town and take over a conference hall to have worthy conversations about worthy aspects of the curriculum, it is time to lock up your daughters.

The antics of officers and politicians on the loose are ruthlessly exposed in a current correspondence in the *Journal of Education*. It refers to the North of England Education Conference in Chester, last month, where women from Cheshire education departments helped with the organization of the conference.

One of the conference delegates then wrote anonymously in *Education*: "The major (success) factor was the presence of the girls; those delightful, elegant, charming and intelligent ladies from the Cheshire office who left us in states ranging from admiration to besotted adoration."

But was the admiration mutual? Alas, no. In last week's issue of the magazine a correspondent signed herself "One of the Girls from the Cheshire office", writes in one of the more incisive pieces of commentary on the education system today: "The girls" were subjected to the tortures of being off-the-peg for the day's men obsessively struggling to demonstrate their own fascinations.

"We experienced leering, harassment, innuendo and some of the most boring conversations we have ever had to endure."

"All our sympathy goes out to the long-suffering wives from whose sensible domestic comfort the day's men have excitedly absentmindedly been snatched."

The list of shame, better known as the names of delegates to the Black England Conference, can be obtained from me for a small fee.

David Lister

Prejudice and deprivation more telling than IQ, says Swann

Race bias key factor in W Indian standards

by Diane Spencer

Racial discrimination and social deprivation are more important factors in West Indian underachievement than IQ, the final draft of the Swann Report on ethnic minority education concludes.

The 1,000-page report, *Education for All*, is to be published in April and has yet to be seen by Sir Keith Joseph, the Education Secretary. A copy of the final draft is in the possession of *The TES*.

The report is firmly against the idea of ethnic minorities setting up their own schools. "The establishment of separate schools would fall to tackle many of the underlying concerns of the communities and might exacerbate the very feelings of rejection which they are seeking to overcome."

"Black" schools cannot offer a way forward for West Indian pupils or for the West Indian community as a whole, the committee says. "If the recommendations of this report are accepted, most of the concerns of the West Indian community which lie behind calls for 'black' schools will be allayed."

Education authorities in multiracial areas should, however, retain some single-sex schools which would encourage Muslim parents to keep their children in state education.

Members also reject the idea of introducing bilingual teaching in mainstream education. The maintenance of mother-tongues should be left to local communities with L.E.A.s supporting weekend and evening classes by providing free premises, books and teacher training. Schools should, however, offer minority languages as part of the curriculum to exam level if there is a demand.

The report endorses the findings of the 1981 interim report on West Indian education by the committee, then chaired by Mr Anthony Rampton, which placed the blame for underachievement mainly on racism. But the committee, now chaired by Lord Swann, says it finds it hard to explain why Asians, apart from Bangladeshis, do as well as whites despite facing similar deprivation and racial prejudice to blacks.

A research report on IQ commissioned by the committee from Professor Nicholas Mackintosh showed that IQ was not a major cause of blacks doing badly, neither did it reveal that Asians had especially high IQs.

A "tentative" explanation could be that Asians are given to "keeping their heads down and adopting a low profile", thereby making it easier to succeed in a hostile environment. West Indians, by contrast, are given to protest and a high profile, with the reverse effect.

"Given the history of the two groups it is not an improbable explanation. But it is a stereotype judgement and must be viewed with caution."

The tight-knit nature of the Asian community and family – more so than whites and West Indians – could explain the difference, since parental influences on educational success have long been recognized, the report adds.

The main message of this long awaited report is that attitudes must change. "While education must not be

expected to carry the whole burden of that change, schools are uniquely placed to take the lead.

"The fundamental change needed is the recognition that the problem facing the education system is not how to educate children of ethnic minorities, but how to educate all children," it says.

The committee, set up in 1979, makes more than 70 recommendations. It calls for:

- schools to adopt clear policies on racism;
- priority to be given to learning English;
- the Government to set up pilot projects to develop a pluralistic approach to the curriculum;
- a non-denominational and undogmatic approach to religious education;
- the Government to review the 1944 Education Act's requirement for a daily act of collective worship; and
- the Government to fund teacher exchanges between all-white and multi-racial schools.

Although the committee is not in favour of positive discrimination in the form of quotas for employing ethnic minority teachers, it urges employers to identify and overcome racist obstacles to appointing them.

The Government should encourage colleges to put on more "access" (second-chance) courses for black students and find ways to give them mandatory grants.

The committee is anxious to collect more statistics of ethnic origin of children and student teachers.



Mrs Joyce Keller, head of Clayton Brook primary school, at Higher Openair, Manchester, and a magistrate, who has offered her house as a surety of bail for Mr Steve Jones, a striking Yorkshire miner awaiting trial on a charge of carrying an offensive weapon on a picket line. Bail conditions forbid Mr Jones to return to the colliery area where he lives, so he is staying with Mrs Keller. Mrs Keller told *The TES* that she had stepped in because she considered it unjust to keep someone in prison on a charge which would normally allow automatic bail.

Politicalization in primary schools, page 5

Birthday surprise

After weeks of the employers saying they would not be able to offer teachers a pay rise higher than 3 per cent, it may have surprised teachers' leaders when the first offer to be tabled on Monday was 4 per cent.

It clearly came as a surprise to Nigel de Gruchy, deputy general secretary of the NAS/UTW, who evidently thought a very low offer would be made, and quickly rejected.

This must have been what he told his wife who had prepared a candlelit dinner to celebrate his 42nd birthday. But the offer was just enough to keep talks going until the stroke of midnight, his 43rd year, and a very burnt offering.

Bottom line on savings

As I am accused in the letters pages of being a miser, I will endeavour this week to show true generosity of spirit (not easy in a week when Arsenal are knocked out of the FA Cup) and refrain

from naming the local education authority that sent the following letter to the headteachers of all its schools.

The letter says that the fund for toilet paper and paper towels up until April has now run out. "Should you experience difficulties," it adds, "please let me know."

The local NUT is sending out a leaflet to draw attention to this latest economy and is printing it on perforated paper to make the point.

David Lister

NOTICEBOARD

PEOPLE

Sir Austin Peacock, chairman of British Aerospace, has been appointed pro-chancellor of Surrey University for a three-year period starting next September. Sir Francis Tombs, chairman of Turner and Newall, will be chairman of the Engineering Council for a three-year period from May in succession to Sir Kenneth Corfield. Mr Nicholas Farnes to be director of community education at the Open University. He was formerly lecturer in educational technology at the University. Dr William Taylor, principal of the University of London and vice-chancellor of the University of Hull, and the Baronsess Carnegy of Lou, chairman of the Scottish Community Education Council, have been appointed to the Open University Council, the OU's governing body. Mr Chris Humphries to be assistant director of the Council for Educational Technology from March. He is currently information technology programme manager at CCI.

CONFERENCES

February 9 and March 30: *Creativity: the Art of Education* (experimental) rather than theoretical workshops for teachers, parents, formal and informal educators at the Cusworth International Centre, 1 Byng Place, London WC1E 7JL, organized by the Universal Education Association, PO Box 482, London SE16 6HR. Fee £4.50 (£2.00 unwaged) children aged 5 and over welcome.

February 12: A teachers' conference at the University of London Institute of Education, organized by the

Institute's project which is called *Incorporating Educational Television into the Curriculum for Children up to the Age of Seven Years*. Further conferences will be held in York on March 9, Canterbury on April 24, Chester on April 27 and Exeter on June 19. Details from Dr E. Choat, University of London Institute of Education, 20 Bedford Way, London WC1E 0AL.

March 12-14: Boarding Schools Association annual conference at Chine Hotel, Bournemouth. The chairman will be Miss Joan Sadler, principal, Cheltenham Ladies College. Details from Independent Schools Information Service, 56 Buckingham Gate, London SW1E 6AG.

March 15: British Yugoslav Society conference on *Yugoslavia in British Schools: Curricula at Winstanley College, Wigan*. The fee is £7 and applications should be sent to Mrs A. Cross, Education Conference Secretary, 6 Mentone Terrace, Edinburgh EH9 2DG by February 27.

March 17-22: The Jerusalem International Conference on Volunteering will take as its theme: *Volunteering and the Crisis in the Welfare State*. Details from the Conference Secretariat, PO Box 44.3, Tel Aviv 61044, Israel. Special travel programmes are available.

EVENTS

February 8-24: Exploring Living Memory, an exhibition at the Royal Festival Hall, London's South Bank. A number of school and community reminiscence projects will be featured, including the centenary celebrations of Newport Junior

school in East London. There will be live performances from groups like Age Exchange Teachers, who will perform a play based on pensioners' memories and called *What did you do in the War, Mum?* and a special workshop and discussion day covering the history of music hall and how to set up your own reminiscence project. Teachers and school parties are welcome and admission is free with ramp access for wheelchairs. For a detailed programme of events contact Exploring Living Memory organizers at 42 Queen Square, London WC1N 3AJ. Tel: 01-405 9748.

March 6: The Bradley Memorial Lecture at the University of Essex will be presented by Professor Robert Cundell on the subject of *Explosives: The lecture starts at 4 pm, admission is free and any teachers bringing school parties should contact the Continuing Education Office (Colchester) 862286 ext 2375.*

March 8: *Microelectronics in the music curriculum*: an exhibition of the latest micro-processor based musical instruments. It will include demonstrations by practising teachers and discussions of the applications of the instrument in the music curriculum. The fee is £8. Applications to Jane Crawford, Director, MCMS, City of Birmingham Polytechnic, Westbourne Road, Birmingham B15 2TH.

Rural Training Project: A series of one-day workshops to be held at the Project base in Stoneleigh, Warwickshire for people working in youth training in rural areas. Details from the Rural Training Project, National Agricultural Centre, Stoneleigh, Warwickshire CV8 2JZ.

COURSES

March 29-April 2: Incorporated Association of Preparatory Schools residential courses in Mathematics, Art and Design and the Pre-preparatory Department at Worcester College, Oxford. Details from the Secretary IAPS, 139 Kensington Church Street, London W8 4BN.

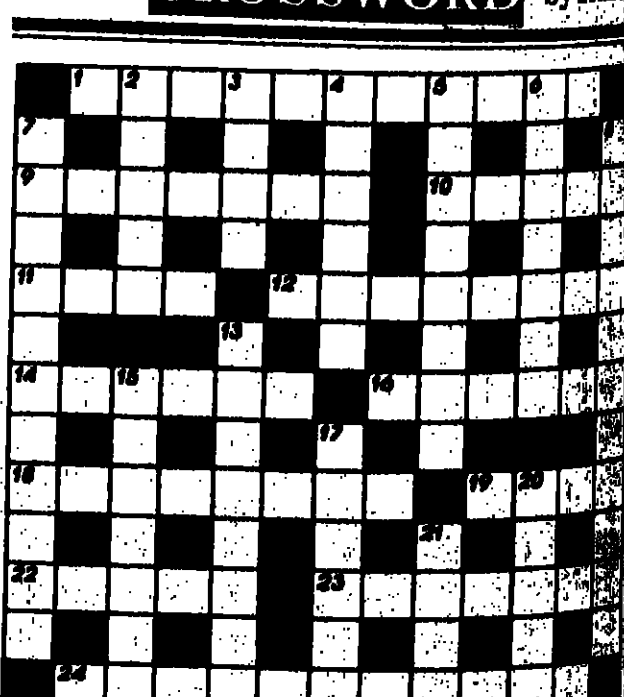
March 29-31: A weekend of practical courses in the teaching of primary dance, athletics, handball, racket sports, basketball, fencing, and dance-exercise to music organized by the Physical Education Association of Great Britain and Northern Ireland at Oxford Polytechnic, Lady

INFORMATION

A research project into the use of MODE 7 editing and display programs in the primary classroom using the BBC microcomputer is being undertaken by Mr Steve Hughes, a one-term DES teacher followed by the Computer Education Centre, Liverpool Polytechnic. He would like to hear from teachers who have used this type of program, either for story-telling (H&H Story, Tele-book, etc) or as a teletext simulator (Mikrotel, Editec, Detext, etc). Please write to Mr Steve Hughes, Computer Education Centre, MEP Regional Information Centre, Rodney House, 70 Mount Pleasant, Liverpool L3 5UX. Examples of children's work which program they are intended for use with. All discs and tapes will be returned.

Spoken Churchills. Details from PEA, Ling House, 162 Kings Cross Road, London WC1X 9DH.

No 188 CROSSWORD by Rupert



Across
1 Dramatist keeps a share - quite wrongly (11)
9 Cyclopean but insignificant (3-4)
10 Renowned Loire college (5)
11 It's bound to mean a change of pica (4)
12 Sound measure (6)
14 A prayer of three short words (6)
16 Greek-Cypriot - unlikely in one's design (6)
18 It comes under general arithmetic (6)
19 convict returning for a festive occasion (4)

Down
2 Long in laughter, he is (5)
3 Musical opener (4)
4 He dines out on the fourth of July (6)
5 Feelings shown by people put into rhyme (8)
6 Horsemen surround a group of stinkers (7)
7 Office furniture that heads the list (4-3-4)
8 When it's too humid 19 huns? (5,6)

13 Sweetheart
14 What people may drive after the service (6,3)
17 They won't be reading (6)
20 He goes down (4)
21 He goes down (4)
22 Play for a drink on the street (5)
23 Music master (7)
24 What people may drive after the service (6,3)

Honeyford launches attack on Left in education

by Bert Lodge

Mr Ray Honeyford, the Bradford head whose outspoken views on multicultural education led to his dismissal last year, has published an attack on left-wing educationists.

His contribution last year to *The Salisbury Review*, which describes itself as "a quarterly magazine of conservative thought", caused a furore in Bradford, where nearly 15,000 of the school population are Asian. Mr Honeyford criticized the authority's multicultural policies and the practice of many Asian parents of taking their children off for weeks at a time in mid-term to visit Pakistan.

At a meeting of the schools sub-committee in October Mr Honeyford revived an attempt by Labour councillors to remove him from the headship of Othman Middle School. But he was backed against further writing and a

resolution was passed, instructing the director of education to monitor any further publications.

In the January issue of *The Salisbury Review* Mr Honeyford asks why the development of schooling in Britain since the Second World War has been dominated by the ideology of the Left.

Multiracial education is included in a list of "non-subjects", along with peace studies, anti-sexism, black studies and life skills. "All these bear witness to the successful implanting in the curriculum of the orthodox Marxist notion that human nature is merely a culturally defined, historically determined artefact," he comments.

Mr Honeyford said this week that the article had been submitted before the meeting of the Bradford schools committee.

THIS WEEK

COMMENT
PRIMARY SCHOOL TO WORK OVERSEAS NEWS
LETTERS
TALKBACK
DIARY, NOTICEBOARD AND CROSSWORD
CLASSIFIED

Paid pupils

A school's sixth formers are being paid to serve meals in an authority which cut the pay of dinner ladies.

Rate-capping

David Lister and Mike Durham report from the Labour Party local government conference and look at the prospects for the rate-capped councils.

Platform

Colin Fletcher considers the future of democratic comprehensive schools in the light of past trials.

Parent approved?

Should consumers have a say in teacher appraisal?

What cuts?

Spirt Macure and Tony Travers examine the conflicting claims about education spending 12, 13

Too little, too soon

Plans to train teachers for the new GCSE in 1986 are inadequate and premature says Roger Murphy 29

Books in class

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EXTRA

Travel: Lisbon to Lima plus two pages of reading suggestions for the journey or the autumn 39-50

Two themes dominated the Labour Party's local government conference in Birmingham last weekend: the town hall response to rate-capping and the shire county elections in May

Labour looks for votes with new education charters

by David Lister

Education is playing an important role in both the local authority response to rate-capping and May's shire county elections.

Three Labour education authorities are being rate-capped (the fourth, Brent, is Conservative-controlled). And if these authorities defy both the law and the party leadership and fail to set a rate and balance their books, teachers face not being paid.

However, this is clearly a far less popular scenario than it once was, and the threat to teachers' jobs and general education provision, if the Inner London Education Authority, Haringey and Sheffield go even some way to meeting the Government's decrees, is not receding.

Sheffield is still on course to sign an agreement with its teaching force guaranteeing a defined level of provision. And the other authorities also intend to campaign strongly on their legal requirements to provide adequate education, while keeping tight-lipped about what exact strategy they will employ when their deadline for making their budgets comes on March 7.

As for the shire elections in May, the Labour leadership on the Conservative-controlled Association of County Councils is predicting that the Tories will lose control of the ACC even if Labour does not actually manage to wrest overall control from them. Labour campaigners will, unusually, actually have two new educational policy documents to take with them when they go canvassing.

They are "draft charters" on achievement in schools and on the under-fives. Both documents, previewed in past issues of *The TES*, will be formally "launched" by April.

The two charters, from shadow education spokesman Giles Radice



Giles Radice

and his team, are the most elaborate positions yet on areas in education that many have felt Labour has failed to address adequately in the past.

The involvement of Harriet Harman MP, the shadow health and social security spokeswoman and the party's women's committee in the under-fives document, emphasizes the party's wish for a more integrated approach to nursery education and care.

Ms Harman herself thinks that child care could be an enormously popular issue with the electorate, and one she feels is virtually never addressed by the nation's policy makers.

"There seems to be a conspiracy," she told the conference education group, "to ignore the fact that the school day ends at 4.00 but the working parent's day does not, and to ignore what happens in the school holidays altogether."

Ms Harman has raised this with the Prime Minister, but was told it was a private matter for families to deal with individually.

Hand in hand with convincing the



Harriet Harman

electorate to accept the new education policies will have to go the convincing of the Labour councils.

Rotherham's education chairman warned that there was no use campaigning on a programme which did not make clear priorities and give time limits for implementing them. The two charters, he said, would cost billions of pounds. (They have in fact not been costed, but Mr Radice agrees they will be expensive.)

Some Labour-run education authorities have yet to be convinced of all the existing strands of Labour's policy. Some areas are clearly unwilling to go tertiary, Liverpool, for example, has just reorganized on 11-18 lines. And delegates from Labour-controlled Staffordshire talked in embarrassed tones about their council's "heartlessly" closing schools.

Despite the welcome to delegates from the leader of Birmingham city council to what he termed "the socialist heartland of England", it did not escape notice that the socialist heartland of England still had grammar schools.

A charter for achievement

The achievement charter says that: There must be enough teachers to ensure that no class is over 30 pupils. Teachers should receive no less than one school term of in-service training in every five years of service.

The teachers' salary structure should reflect their professional status and provide incentives and rewards for good teachers to remain in the classroom.

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(0284)

Schools should: consciously strive to raise teachers' expectations of pupils from working-class homes, and, in the case of some subjects, girls.

They should monitor the progress of all groups of pupils; introduce a policy on equal opportunities and hold special parents' evenings to focus on the importance of maths, science, and technology for girls as well as boys; adopt a language policy to cater for individual needs and take account of the literary heritage of other cultures; be more welcoming to parents; involve parents in their children's homework and have a responsibility to see that appropriate homework is set for all pupils.

It adds that parents should have a responsibility to see that the homework is done. For those pupils living in difficult home conditions, facilities should be made available at school. Primary schools should give high priority to learning to read, write and calculate; schools should assist parents to help their child to read; every class should have its own teacher; mixed ability teaching is strongly encouraged.

Secondary schools should integrate academic knowledge and practical skills. There should be a common curriculum for all pupils in the first three years of school, and a common core in the fourth and fifth years which would include awareness of social, political and economic structures.

All pupils at 16 should be awarded a certificate of their achievements, and a series of six to eight week learning units with clear purposes and goals is advocated between 14 and 16.

Merit and distinction certificates in the 16-plus are condemned.

Policy for the under-5s

The central planks of the new under-fives policy are:

All local authorities will be given a legal duty to ensure that education, play and care be provided for under-fives in their area. Education and social services departments would be required to submit a joint timetable for implementation to central government for approval. Two opinion representatives, local voluntary organizations and parents would be involved in the planning.

Government departments responsible for the under-fives will set basic standards of provision. The DES and DHSS will, in partnership with the local authority, associations, national voluntary bodies and relevant trade unions, agree basic standards on staffing, play space and training. In the longer term, Labour will examine the possibility of one ministry being given sole responsibility for the under-fives.

A Labour government would ensure that there are sufficient resources to phase in these plans. Increased funds will be made available through the rate support grant, the urban aid programme and grants to voluntary bodies.

The document also calls for urgent reform of the child-minding services; and for child care facilities to be open longer hours. It urges close links between nursery schools and classes and day nurseries, playgroups and child-minders and commends, but does not insist on, combined nursery centres.

The document also urges but does not promise better pay and conditions for nursery teachers and other nursery workers.

L.e.a.s draw up new battle lines over rate-capping

by Mike Durham

The battle of wits between local authorities and the Government moved into a new phase this week as the Commons prepared to approve the first batch of rate-capping orders, at the request of Mr Patrick Jenkin, Environment Secretary.

As *The TES* went to press, the Commons was debating the orders for the first four "upper tier" rate-capped authorities, including the Inner London Education Authority which has been told to cut £66 million from next year's budget.

The two sides now face a "phony war" until March 7, when councillors in up to 26 local authorities will have to decide whether to make a "legal" budget or risk the possibility of being fined or disqualified from office for failing to do so.

On Monday Mr Jenkin told a delegation from the 26 "front line" local authorities, including nine L.e.a.s, that he was not prepared to grant them more time for negotiation or vary the rate-capping orders.

The ILEA is being told its rates ceiling early because it is one of four precepting authorities under a legal duty to set a rate by March 10. The authority expects to be told to cut its rate by 3.4 per cent in 1985-86.

This week the ILEA wrote to Mr Jenkin asking him to set out the assumptions by which he arrived at the figure. The authority is taking legal advice to see if the assumptions can be challenged in court.

Mr Steve Bundred, ILEA's finance chairman, said the cuts would have "disastrous consequences for inner London's school children". He claimed Mr Jenkin was "using wrong figures to reach false conclusions".

The ILEA would have to make £66 million of cuts in seven months with the loss of 5,000 jobs and massive cuts on school maintenance and materials.

Three other L.e.a.s facing rate-capping this year will have their rates ceilings confirmed in the Commons later but have already been notified of the proposed levels. They are Brent, Haringey and Sheffield.

Brent, which is a hung council, has been told it can expect a rate increase of 1.5 per cent. But according to figures prepared by Labour leaders it will still have to make cuts of nearly 20 per cent (all services).

Sheffield has been warned it will have to cut its rates by 0.5 per cent but claims this will mean making 13 per cent cuts in services. Haringey claims it will have to make similar cuts.

Response to falling rolls

The socialist response to falling rolls should not be to keep every school open, Mrs Josie Farrington, Labour education spokeswoman on the ACC and Lancashire county council, said in an address to the education group at the conference.

Labour authorities could continue to spend the same amount per pupil and accept with resignation that parental choice means the schools serving the most disadvantaged children will suffer the biggest drop in numbers. This, she said, was the worst option.

The best option was to find a way of spending more money per head, close some schools but keep most open and expand educational opportunities in those schools.

Adults should be encouraged to take into school, and utilize the space available.

She added that councils should avoid the trap of spending more on more resources on a few pupils at times of falling rolls, leaving a distorted curriculum and a shrinking resources for the 16 to 19 age group.

Mr Platt revealed for the first time the full extent of the new enterprise - which will include a private medical school, academic research bodies, language schools, evening classes and a new Centre for International Education.

Mr Platt claimed the college would not be run solely by and for visiting Americans. "We plan to strike the right balance. Frankly, I don't know what that will be but I hope it will be a comfortable one," he said.

The primary use that Rockford will make of Regent's College will be as a London out-station for its US students. During term time, up to 90 American students will stay at the college. There will be a permanent American staff of five plus part-time English lecturers.

Rockford, 70 miles north-west of Boston, caters for 500 students taking degree courses in subjects ranging from nursing to engineering.

Rockford's president Dr Norman Stewart is a well-known archaeologist and international education enthusiast.

More than 60 American colleges already have bases in Britain, but although many showed an interest in the Bedford site "they were all put off by the prospect of accepting this vast expense," Mr Platt said.

But Rockford intends to capitalize



James Platt: now has an opportunity to find out whether his theories are correct.

Mike Durham on the offshoot of an American educational 'business' that is about to take root in Regent's Park.

Rockford prepares to open its London file

A new American-backed college, which may prove to be one of the most controversial private educational institutions ever established in Britain, is to open in London this summer.

The college - set in the rolling acres of Regent's Park - will pioneer a new style of aggressively marketed and almost completely privatized education.

The first contingent of 190 sophomore students from Michigan State University will arrive at the campus - to be known as Regent's College - for a two-month course in liberal studies, politics and business administration in early July.

And by the time the college is fully operational, it should be catering for up to 1,000 students from many parts of the world.

Regent's College occupies the buildings of the former Bedford College, a part of London University. Last year Bedford College moved to Egham and the lease was bought for \$25 million by Rockford College, a \$5,500-a-year private American university.

Its first rector and executive vice-president will be the English-born director of the Central Bureau for Educational Visits and Exchanges, Mr James Platt.

This week Mr Platt revealed for the first time the full extent of the new enterprise - which will include a private medical school, academic research bodies, language schools, evening classes and a new Centre for International Education.

Mr Platt claimed the college would not be run solely by and for visiting Americans. "We plan to strike the right balance. Frankly, I don't know what that will be but I hope it will be a comfortable one," he said.

The primary use that Rockford will make of Regent's College will be as a London out-station for its US students. During term time, up to 90 American students will stay at the college. There will be a permanent American staff of five plus part-time English lecturers.

Rockford, 70 miles north-west of Boston, caters for 500 students taking degree courses in subjects ranging from nursing to engineering.

Rockford's president Dr Norman Stewart is a well-known archaeologist and international education enthusiast.

More than 60 American colleges already have bases in Britain, but although many showed an interest in the Bedford site "they were all put off by the prospect of accepting this vast expense," Mr Platt said.

But Rockford intends to capitalize

on its new asset - although without, it claims, making a profit.

The new college is to be a British-registered educational charity, with an automatic British majority on the governing body which also approves the courses on offer. Its facilities will then be on hire.

So far, 50 US colleges are interested in sending students for summer schools or term-time classes, including the Michigan State University which has booked it for the summer. Fourteen Rockford-designed courses are on offer, marketed under the slogan "Make London Your University".

British Universities are also being invited to base some of their work in London. And among the first to accept the offer is Salford University, which is to transfer its Diploma Studies Unit there - convenient for Whitehall and London's foreign embassies.

The Centre for Information on Language Teaching and Research has already moved into the college and Mr Platt's former bureau is expected to follow suit, along with a major English-language school and other bodies.

The organizations will provide their own staff and courses. But "cross-fertilization" between different educational bodies is to be an important element, according to Mr Platt.

Another major innovation will be Britain's first private medical college in modern times; the Hunter Medical School. Professor John Lumley, head of vascular surgery at St Bartholomew's Hospital, London, has been appointed dean.

Mr Platt claims: "There is no intention of making a profit. If a surplus happens to reveal itself - and that's unlikely, certainly at first - the money would immediately be ploughed back in."

"We hope the financial calculations are realistic, and the predictions are that it will cover its costs over a matter of a few years."

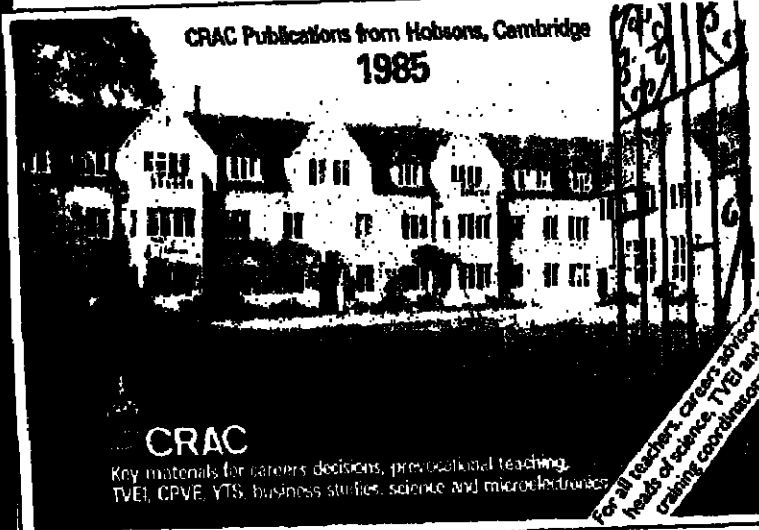
He estimates that by 1990 half the students could be American, with the rest coming from Britain or other countries.

Mr Platt, has been director of the Central Bureau for 21 years where his role, he says, has frequently been to advise British and foreign governments on the importance of international education. Now his centre - although perhaps with a distinctly American flavour - could be a reality.

"It is almost as though I have been practising on other people's institutions all these years," he said. "Now I have got to chance to prove myself right or wrong, instead of just preaching a gospel."

It remains to be seen, however, whether the rest of the British educational Establishment will react with the same fervour to an American-inspired college in the heart of Regent's Park.

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Colin Fletcher argues through the implications of his book, *Schools on Trial: The Trials of Democratic Comprehensives*, written with Maxine Caron and Wyn Williams, and published this week by the Open University Press. What are the lessons for the debate about the nature of comprehensive schools now?

Paying the price of democracy

Since comprehensive schools first began, the potential development of democratic comprehensives has simply not been on the agenda. Apparently there is widespread agreement that secondary schools should contribute to our democratic way of life. Yet there is scant discussion on how this might be achieved or even that such a goal poses real problems.

Recent research on four schools could challenge this state of affairs. An account of the celebrated trials at Rislinghill (1963), Summerhill Academy (1973), Countesthorpe College (1973) and Sutton Centre (1978) concludes that there were more differences between the trials than the schools. In their time, the trials were public spectacles - ordeals - during which most attention was given to trial by media and by inspection. But taking place in each school were remarkably similar attempts to be democratic and it is time a cool assessment was made of just what these processes were.

A good place to begin is the head-teachers' aims. Their first was that effective learning should be through an experience of choice and direct contact - contracts and practical project work - so much more frequently found in primary schools. Their second aim was to encourage the participation of

Apparently there is agreement that secondary schools should contribute to our democratic way of life. Yet there is scant discussion on how this might be achieved...

pupils, parents and teachers so that the school developed, as a whole, rather than repeated a ritual of annual events. These aims, in practice, are directly connected with wider goals. The first was to equip the majority of young people with appropriate knowledge and skills. Thus the school was to think of these children in terms of the issues and infrastructure they would face. The second aim was that they face such matters with courage, and be active citizens, playing some part in shaping the quality of life, wherever and whoever they might be. Thus local intelligence has to be practised. These two aims add up to democracy in schools rather than deferring democracy until school-life is over.

These aims come down to three concrete processes: that issues for democracy should be units of the curriculum; that learning and classroom life should be based upon democratic principles; and that the school itself, its management and organization, should be a democratic institution.

There is both constancy and change in issues for democracy. In *Schools on Trial* a historical progression is noted. Rislinghill's learning included multi-cultural studies; environmental studies; and prominence in Summerhill; citizenship, personal relationships and political studies all featured at Countesthorpe and Sutton Centre. Issues of race and gender were focal of learning almost as soon as they became recognized as urgent problems in adult life.

In contrast with democratic issues, democracy in learning is more difficult to identify. It can be recognizable in the existence of choice and the right to choose, for teachers and students. Such choices would include negotiation of curriculum options; the formation and composition of study groups; dress and appearance; the use of first names and communications with the outside world.

Such negotiations would mean more discussion, more individuality and more friendship being apparent while teaching and learning. There is less



Three of a kind: Countesthorpe (top), Sutton Centre (bottom right) and Rislinghill, under the leadership of Michael Duane (bottom left), made remarkably similar attempts to be democratic.

testhorpe and Sutton Centre. Issues of race and gender were focal of learning almost as soon as they became recognized as urgent problems in adult life. In contrast with democratic issues, democracy in learning is more difficult to identify. It can be recognizable in the existence of choice and the right to choose, for teachers and students. Such choices would include negotiation of curriculum options; the formation and composition of study groups; dress and appearance; the use of first names and communications with the outside world.

Such negotiations would mean more discussion, more individuality and more friendship being apparent while teaching and learning. There is less

likely to be a harsh "hidden curriculum" or antagonistic intimate subcultures waiting for the opportunity to strike back.

When democracy in school organization is considered we should ask how such principles might involve each of the participants: students, teachers, the head, parents and governing body. For students there are likely to be elections for what is often called a school council. Their representatives have the right to meet within school time and discuss school matters. The school council will, in turn, elect to the school's own full council and its governing body.

The teacher in a democratic comprehensive is likely to be regarded as a member of a course team. There is parity between course teams, explicit when all those in charge of courses are on the same salary scale. Personal territory may not be closely defined. A whole area of the school may be seen as being held in common with other teachers on the same course and the students themselves.

teachers will expect to participate fully, formally and informally, in the selection of new staff.

Each of Max Weber's three kinds of authority is distinctly used by the head in a democratic comprehensive. "Charisma" is expressed to give staff confidence in their own ability, the abilities of the students and the human relationships being developed. The art is to convince participants that they are partners and that "we are all in this together". "Bureaucratic authority" is dealt with rather than developed. The flow of meaningless information is reduced to a minimum; a low level of paperwork is expected, and that with as democratic as possible by complete circulation. It is in the arena of external relations that the head may be a "monarch", defending and advocating development. Thus, a democratic head exerts influence rather than power, an influence which asks for staff support as distinct from compliance.

The democratic comprehensive stresses the parent as an active partner in the process of educating the child. The activities encouraged include home-school liaison, open evenings for different subjects and years of parents at most, if not all, of the time. Open access leads to the development of parent bodies and parent helpers. Parent education means that they

and other adults can attend classes alongside students and that the feedback from the school is seen as supporting the parental role.

Parent helping means choosing one or more voluntary roles - helping either directly in classes or with ancillary work. Parents are understood to be people who have educational needs which the school might meet and who have skills which could be of benefit to everyone. The logical conclusion is the political and practical desirability of there being parent governors.

How are such schools formed and what problems do they face?

In the early days of comprehensives some directors of education appointed a new breed of headteachers, particularly to newly-built schools. These heads handpicked their staff and together they set about developing a post-grammar school era. More recently, with declining rolls and school closures, the career prospects for all teachers have dramatically reduced. Most teachers can expect to stay in their present school for many years and have a greater incentive to work together and make school life more pleasant and less stressful.

Becoming a democratic comprehensive is more of a direction than a definite achievement. Some comprehensives will seek to offer "relevant

The students in democratic schools do get CSEs, O and A levels. What is different is that these are not the schools' only and ultimate aims...

subjects", others to refine their contract and negotiation processes, some to evolve a form of government in which students, parents, non-teaching staff and teachers are all partners. Maybe in the search for the definition of "true comprehensive" we get some sense of its shape and style from a hearing about democratic schools. Certainly the opposition can be gauged from the experiences of the four schools which were put on trial.

Status-consciousness and subject specialism are obvious barriers within the profession itself. These are actually mirror-images of the concept of parents for correct behaviour and competences which count in the job market. Likewise headteachers have found themselves accused of being vague and evasive when they have spoken of self-control rather than discipline, experience rather than examination pressures. In particular, they have been sensitive to the criticism that they are letting the staff run the school and not giving firm leadership.

Schools aiming to be democratic have rarely proved adept at dealing with conventional anxieties. The students in democratic schools do get CSEs, O and A levels. What is different is that these are not the schools' only and ultimate aims; they are picked up on the way to a more complete "tool-kit".

It is precisely at this point that the democratic comprehensive, complete with conflicts in society. Here is school behaving like an alternative world in which people are debating and deciding upon such matters as freedom, equality and justice. The irony is that in so doing the school may be charged with being too idealistic, and far too independent.

It would be useful to know what parents, professionals and politicians really think about these matters. Do they believe that we have known our democracy but that it is undesirable to have democracy in our schools?

Dr Colin Fletcher is a senior lecturer in the Department of Education, University of York.

Warning on infant action

by Adriana Caudrey

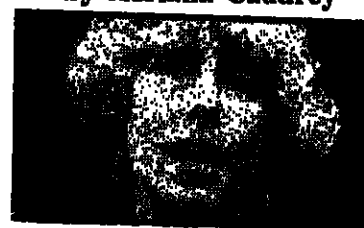
The former chief inspector of primary education this week spoke out against the politicization of infants and juniors, following a major controversy over alleged indoctrination at a London primary school.

Mr Norman Thomas, the main author of the ILEA report, *Improving Primary Schools*, has warned against involving young children in political demonstrations which they are not mature enough to make choices about. But he approves of drawing pupils' attention to the plight of less fortunate children.

This statement follows a full-page interview in *The TES* last week with Ms Sandra Shmidt, the radical headmistress of William Patten infants school in Stoke Newington.

In the article, Ms Shmidt said she was committed to 'bringing political issues such as the miners' strike and immigration laws into school. She defended her left-wing stance, saying: "... so many things they (the children) see, hear, read, have a right-wing bias".

Immediately after the article came out, inspectors and education officers from the Inner London Education Authority went to interview Ms



Sandra Shmidt

Shmidt to establish whether they should take any disciplinary action.

Afterwards, an ILEA spokesman said the school's staff had previously been disciplined for political action taken during school time, and that no further steps were contemplated.

Teachers had also had to be reminded of ILEA's policy that social studies should never be taught at a level which is over the heads of young children, and that it should always be presented in a balanced way.

Teachers had pay docked by the authority after they formed a deputation to the Home Office, in school time, to protest over the threatened deportation of two Turkish children at the school. They had also received disciplinary letters after a half-day strike in support of the miners.

Another controversial activity, organized by Ms Shmidt, was a protest demonstration, which the school took part in, against an open day for the children, which was to be held at the local police station.

Mr Thomas said "I think it's right that children should be aware of the social difficulties of their compatriots, and they should be encouraged to be sympathetic towards them, as they would be towards the starving children in Ethiopia."

"But we should be careful to limit the kinds of actions they take part in, to those on which they can fairly be said to have a choice. I would be surprised if children of primary school age were old enough to make a choice over whether to go on demonstrations."

He added that the atmosphere they would encounter on a demonstration would probably be unsuitable for them.

Mr Thomas said that during his visits to 75 ILEA primary schools, while researching for his report, he found little sign of overt party politics being expounded. Teachers were, however, becoming increasingly involved with the social problems of their pupils.

Strathclyde faces court case over teacher's dispute

by Neil Munro

Strathclyde Regional Council, Scotland's largest education authority, is facing legal action over its failure to provide adequate schooling during the current wave of teachers' strikes. All three of Scotland's teaching unions are now taking strike action in pursuit of an independent pay review.

An Ayrshire mother is to ask Mr George Younger, the Scottish Secretary to use his powers under section 70 of the 1980 Education (Scotland) Act to declare the Labour-run authority to be in default of its statutory obligations to provide education for her son, a fifth-year pupil at Marr College in Troon. A test case in the Scottish Court of Session could result.

The mother, who does not wish to be named, is being represented by Mr Norman Maclean, an executive member of the Scottish Council for Civil Liberties, who successfully handed the European Court test case involving a mother who objected to her son receiving corporal punishment.

Meanwhile, the largest teachers' union, the Education Institute of Scotland, stepped up its pressure on Government ministers. Primary and secondary schools in the constituencies of

five ministers are now affected by three-day strikes every week - financed by a £10 a head levy on the institute's 45,000 members.

Teachers have also imposed an effective curriculum boycott which has forced the Government to delay for a year the second and third phases of the long-awaited Munn and Dunning reforms for 14 to 16-year-olds. The unions are also refusing to handle the form-filling (but not yet the marking) for the 150,000 pupils who will sit Scottish Certificate of Education exams, after Easter.

This week the Scottish Secretary announced emergency plans for the SEC exams which will go ahead without the oral, practical and other school-based elements which teachers are refusing to submit to the Scottish Examination Board.

Mr Younger again offered a review of pay, conditions and workload during an EIS lobby of Parliament on Tuesday. It was once again rejected because it was linked to a package on conditions and would have to be negotiated in the statutory body rather than by an independent review of pay alone.

Legal threat to union pay action

Continued from page 1

of Women Teachers warned it would call "guerrilla" strikes if there was any attempt to dock pay.

The NAS/UTW said that - in these authorities - it would instruct members to strike for an hour or just a period. This would make it difficult for I.E.A.s to gauge how much money should be deducted.

Bexley, Northamptonshire Kent, North Yorkshire, Solihull, Chyde, Buckinghamshire, Norfolk, Suffolk and Lincolnshire are the Conservative authorities threatening to cut pay. Trafford - which only last week reached agreement with the NAS/UTW following a strike over an earlier decision to deduct pay from teachers refusing to cover - has said it intends to do so again.

In Northamptonshire, headteachers are being asked to note whenever a teacher refuses to cover or attend

teacher refuses to cover or attend parents' or staff meeting. The form on which the information will be recorded has been drawn up with the agreement of the heads.

The tone of the letters I.E.A.s have sent to teachers varies - some giving an outright warning that pay will be deducted while others merely warn the action could involve a breach of contract.

In a speech to NUT members in Bury on Tuesday night, Mr Fred Jarvis, the union's general secretary, called the Government in support of the union's contention that the action did not involve a breach of contract. He quoted Baroness Young, a former junior Education Minister, who said in 1979 in a letter to a Conservative MP: "Teachers are not contractually bound to stand in for absent colleagues and they are not in breach of any statutory duty if they do not."

Mr Jarvis added: "Our members taking 'no cover' action are assured of the union's full support and I am confident they will not be deterred by employers' threats, which have no validity in law."

Ruling hits sex classes

Sex education is to end for children in many schools, unless their parents have given formal consent.

The Health Visitors' Association has told its members, thousands of whom counsel children, that they could be construed as breaking the law, in the wake of the recent Court of Appeal ruling that youngsters under 16 should not be given contraceptive advice without their parents' approval. The decision is subject to an appeal to the Lords by the Department of Health and Social Security.

The association has instructed health visitors not to teach any aspect of sex education, unless the positive agreement of all the parents concerned has been obtained.

The National Union of Teachers is advising teachers who provide sex education to remain as objective as possible.

The court's ruling was the result of an appeal by Mrs Victoria Gillick, a Cambridgehire mother of 10, against a High Court ruling that parents need not be consulted.

Easter leaver

Dr John Rae, head of Westminster School since 1970, is leaving at Easter, 1986. Dr Rae, who is 33, is looking for a job in business, the media, or elsewhere in education outside the independent sector.

As head of Westminster he aroused a lot of controversy by his outspoken criticism of the Assisted Places Scheme.

INSET may help with parents' bigger say

by Bert Lodge

Teachers will need in-service training in adapting to parents taking over more of their tasks, the Commons Select Committee on Education was told this week.

The National Association for the Teaching of English told the committee's inquiry into achievement in primary schools that even parents who could not speak the language should hear their children read in English.

It supported teaching the mother tongue in the early years of pupils from ethnic minorities and called for more money to update old-fashioned reading texts.

Mr Clement Freud, Liberal spokesman on education, asked the NATE deputation their views on parental involvement, particularly in the purchase of books and helping in the classroom.

Getting parents interested in their children's learning to read and write was to be welcomed, Mr Gordon Hodgeon, a former NATE chairman and an adviser in Cleveland, said. Mrs Henrietta Dombey, a former primary teacher now lecturing in

Brighton Polytechnic, said research showed that if teachers set out to involve parents in their children's learning at home then schools in deprived areas could equal those in middle-class suburbs.

Even where parents had no English they could still hear their children read and ask them to explain in their mother tongue what the story was about.

"But in-service training is needed for teachers to change their attitude. They must see their professionalism as being enhanced as they move into a managerial role," she said.

Mr Roger Simms, Tory MP for Chislehurst, asked if rapid reading techniques had been considered for younger children. Mrs Dombey said research had shown the older approach of introducing one letter at a time to be unsatisfactory. It involved some 215 sound-symbol relationships. But some teachers were still saddled with reading books of the "This is Jim" variety. Better tests and more training for teachers at the initial stage were needed.

CEO offered cash to go

Newham's chief education officer, is understood to have been offered £25,000 to resign but he is unlikely to accept the pay-off.

James Pailing, aged 46, was recently asked by the Labour-controlled London borough to resign on the grounds

that education committee members had lost confidence in him. Councillors are understood to have diagnosed with him over the "no closure" policy for schools.

A spokesman for Mr Pailing said: "He has no intention of resigning."

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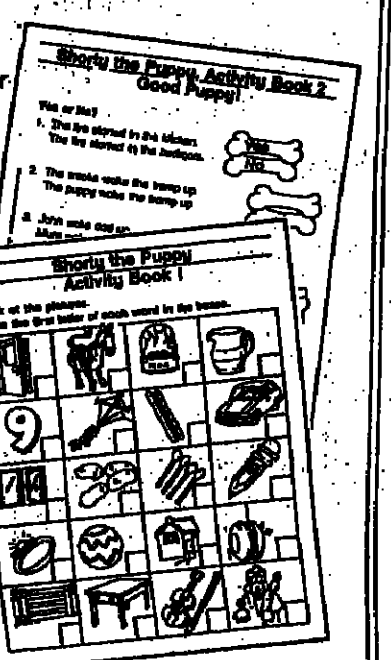
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Two themes dominated the Labour Party's local government conference in Birmingham last weekend: the town hall response to rate-capping and the shire county elections in May.

Labour looks for votes with new education charters

by David Lister

Education is playing an important role in both the local authority response to rate-capping and May's shire county elections.

Three Labour education authorities are being rate-capped (the fourth, Brent, is Conservative-controlled). And if these authorities defy both the law and the party leadership and fail to set a rate and balance their books, teachers face not being paid.

However, this is clearly a far less popular scenario than it once was, and the threat to teachers' pay packets is receding. The threat to teachers' jobs and general education provision, if the Inner London Education Authority, Haringey and Sheffield go even some way to meeting the Government's decrees, is not receding.

Sheffield is still on course to sign an agreement with its teaching force guaranteeing a defined level of provision. And the other authorities also intend to campaign strongly on their legal requirements to provide adequate education, while keeping right-angled about what exact strategy they will employ when their deadline for making their budgets comes on March 7.

As for the shire elections in May, the Labour leadership on the Conservative-controlled Association of County Councils is predicting that the Tories will lose control of the ACC even if Labour does not actually manage to wrest overall control from them. Labour campaigners will, unusually, actually have two new educational policy documents to take with them when they go canvassing.

They are "draft charters" on achievement in schools and on the under-fives. Both documents (pre-viewed in past issues of *The TES*) will be formally "launched" by April.

The two charters, from shadow education spokesman Giles Radice



Giles Radice



Harriet Harman

and his team, are the most elaborate positions yet on areas in education that many have felt Labour has failed to address adequately in the past.

The involvement of Harriet Harman MP, the shadow health and social security spokeswoman and the party's women's committee in the under-fives document, emphasizes the party's wish for a more integrated approach to nursery education and care.

Ms Harman herself thinks that child care could be an enormously popular issue with the electorate, and one she feels is virtually never addressed by the nation's policy makers.

"There seems to be a conspiracy," she told the conference education group, "to ignore the fact that the school day ends at 4.00 but the working parent's day does not, and to ignore what happens in the school holidays altogether."

Ms Harman has raised this with the Prime Minister, but was told it was a private matter for families to deal with individually.

Hand in hand with convincing the

electorate to accept the new education policies will have to go the convincing of the Labour councils.

Rotherham's education chairman warned that there was no use campaigning on a programme which did not make clear priorities and give time limits for implementing them. The two charters, he said, would cost billions of pounds. (They have in fact not been costed, but Mr Radice agrees they will be expensive.)

Some Labour-run education authorities have yet to be convinced of all the existing strands of Labour's policy. Some areas are clearly unwilling to go tertiary. Liverpool, for example, has just reorganized on 11-18 lines. And delegates from Labour-controlled Staffordshire talked in embarrassed tones about their council "heartlessly" closing schools.

Despite the "welcome" to delegates from the leader of Birmingham city council to what he termed "the socialist heartland of England", it did not escape notice that the socialist heartland of England still had grammar schools.

A charter for achievement

The achievement charter says that:

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Schools should: consciously strive to raise teachers' expectations of pupils from working-class homes, and, in the case of some subjects, girls.

They should monitor the progress of all groups of pupils; introduce a policy on equal opportunities and hold special parent evenings to focus on the importance of maths, science and technology for girls as well as boys;

adopt a language policy to cater for individual needs and take account of the literary heritage of other cultures; be more welcoming to parents; involve parents in their children's homework and have a responsibility to see that appropriate homework is set for all pupils.

It adds that parents should have a responsibility to see that the homework is done. For those pupils living in difficult home conditions, facilities should be made available at school.

Primary schools should give high priority to learning to read, write and calculate; schools should assist parents to help their child to read; every class should have its own teacher; mixed ability teaching is strongly encouraged.

Secondary schools should integrate academic knowledge and practical skills. There should be a common curriculum for all pupils in the first three years of school, and a common core in the fourth and fifth years which would include awareness of social, political and economic structures.

All pupils at 16 should be awarded a certificate of their achievements, and a series of six to eight week learning units with clear purposes and goals is advocated between 14 and 16.

Merit and distinction certificates in the 16-plus are condemned.

Policy for the under-5s

The central planks of the new under-fives policy are:

All local authorities will be given a legal duty to ensure that education, play and care be provided for under-fives in their area. Education and social services departments would be required to submit a joint timetable for implementation to central government for approval. Trade union representatives, local voluntary organizations and parents would be involved in the planning.

Government departments responsible for the under-fives will set basic standards of provision. The DES and DHSS will, in partnership with the local authority associations, national voluntary bodies and relevant trade unions, agree basic standards on staffing, play space and training. In the longer term, Labour will examine the possibility of one ministry being given sole responsibility for the under-fives.

A Labour government would ensure that there are sufficient resources to phase in these plans. Increased funds will be made available through the rate support grant, the urban aid programme and grants to voluntary bodies.

The document also calls for urgent reform of the child-minding services, and for child care facilities to be open longer hours. It urges close links between nursery schools and classes and day nurseries, playgroups and children's centres, and does not insist on combined nursery centres.

The document also urges but does not promise better pay and conditions for nursery teachers and other nursery workers.

L.e.a.s draw up new battle lines over rate-capping

by Mike Durham

The battle of wills between local authorities and the Government moved into a new phase this week as the Commons prepared to approve the first batch of rate-capping orders, at the request of Mr Patrick Jenkin, Environment Secretary.

As *The TES* went to press, the Commons was debating the orders for the first four "upper tier" rate-capped authorities, including the Inner London Education Authority which has been told to cut £66 million from next year's budget.

The two sides now face a "phony war" until March 7, when councillors in up to 26 local authorities will have to decide whether to make a "legal" budget or risk the possibility of being fined or disqualified from office for failing to do so.

On Monday Mr Jenkin told a delegation from the 26 "front line" local authorities, including nine L.e.a.s, that he was not prepared to grant them more time for negotiation or vary the rate-capping orders.

The ILEA is being told its rates ceiling early because it is one of four precepting authorities under a legal duty to set a rate by March 10. The authority expects to be told to cut its rate by 3.4 per cent in 1985-86.

This week the ILEA wrote to Mr Jenkin asking him to set out the assumptions by which he arrived at the figure. The authority is taking legal advice to see if the assumptions can be challenged in court.

Mr Steve Burdett, ILEA's finance chairman, said the cuts would have "disastrous consequences for inner London's school children". He claimed Mr Jenkin was "using wrong figures to reach false conclusions".

The ILEA would have to make £66 million of cuts in seven months with the loss of 5,000 jobs and massive cuts on school maintenance and materials. Three other L.e.a.s facing rate-capping this year will have their rates ceilings confirmed in the Commons later but have already been notified of the proposed levels. They are Brent, Haringey and Sheffield.

Brent, which is a hung council, has been told it can expect a rate increase of 1.5 per cent. But according to figures prepared by Labour leaders it will still have to make cuts of nearly 20 per cent (all services). Sheffield has been warned it will have to cut its rates by 0.5 per cent but claims this will mean making 13 per cent cuts in services. Haringey claims it will have to make similar cuts.

Response to falling rolls

The socialist response to falling rolls should not be to keep every school open, Mrs Josie Farrington, Labour education spokeswoman on the ACC and Lancashire county council, said in an address to the education group at the conference.

Labour authorities could continue to spend the same amount per pupil, and accept with resignation that parental choice means the schools serving the most disadvantaged children will suffer the biggest drop in numbers. This, she said, was the worst option.

Jenkin asked to aid miners

Six education authorities in the "front line" of the miners' dispute have asked the Government for help in meeting the extra cost of free school meals and other benefits, estimated at over £6m.

Councils have a legal commitment to provide free meals and housing benefits for the families of striking miners. The Association of Metropolitan Authorities is asking the Government not to count the payments when

the L.e.a.s have already drawn up an "illustration" showing that they have to close down its nursery education programme and make savings in youth provision and other services if rate-capping is imposed.

At the same time a further L.e.a.s - Newham, Manchester, the pool, North Tyneside and Avon - among other "front-line" Labour authorities which fear rate-capping in 1986-87 and may refuse to set a legal budget this year.

All the authorities were among the delegation which visited Mr Jenkin on Monday to ask for concessions. Mr Andy Potts, leader of Avon, said his authority went to see Mr Jenkin because the Government's spending target was too low. "Although we are not being rate-capped this year, the cuts we are being asked to make are unacceptable."

In Liverpool, where councilors delayed setting a rate last year, council leader Mr John Hamilton said: "The same crisis has come round again. The time we may be approaching is not some experience and battle scars."

He said the education budget was already £9 million overspent and to meet the Government's demands would mean sacking 1,000 staff - mainly teachers. "There is no way we intend to do that."

All the Labour councils are to hold budget meetings on the same day - March 7 - and the agreed policy is to refuse to make a rate. Mr Hamilton said not have a legal obligation to do so by the beginning of the next financial year.

But eventually councils could be challenged by the District Auditor or local ratepayers. In some areas there is thought to be a strong possibility that "legal" budget could be agreed if more Labour councillors decide to abstain.

Newham claims it would have to make the biggest cuts at 16.5 per cent to comply with Government spending targets. Liverpool would have to make a 16.2 per cent cut in services and North Tyneside 11.8 per cent.

Mr Bob Dunn, education junior minister, told *The Times* Conservative that ILEA members debated how office for failing to vote for a legal budget could face not being allowed to stand for the "new ILEA" in 1986.

He said the ILEA high spending was "totally unjustified". It was spending more than Birmingham, Bradford, Sheffield or Newcastle and got worse results.

The best option was to find a way of spending more money per head, close some schools but keep most open and expand educational opportunities in those schools. Adults should be encouraged to come into school and utilize the greater space available.

She added that councils should avoid the trap of spending more and more resources on a level pupils at times of falling rolls leading to a distorted curriculum and a skewing of resources for the 16 to 19 age group.

It works out penalties for rate-capping. The L.e.a.s affected are Doncaster, which has spent an extra £2.1 million, Barnsley £2 million, Wakefield £1.4 million, Rotherham £730,000, Sunderland and St Helens.

Mr Jack Laydon, AMA chairman, said front-line councils were spending £150,000 a week on the extra benefits. Barnsley John (three pages)



James Platt: now has an opportunity to find out whether his theories are correct.

Mike Durham on the offshoot of an American educational 'business' that is about to take root in Regent's Park.

Rockford prepares to open its London file

A new American-backed college, which may prove to be one of the most controversial private educational institutions ever established in Britain, is to open in London this summer.

The college - set in the rolling acres of Regent's Park - will pioneer a new style of aggressively marketed and almost completely privatized education.

The first contingent of 190 sophomore students from Michigan State University will arrive at the campus - to be known as Regent's College - for a two-month course in liberal studies, politics and business administration in early July.

And by the time the college is fully operational, it should be catering for up to 1,000 students from many parts of the world.

Regent's College occupies the buildings of the former Bedford College, a part of London University. Last year Bedford College moved to Egham and the lease was bought for \$25 million by Rockford College, a \$5,500-a-year private American university.

Its first rector and executive vice-president will be the English-born director of the Central Bureau for Educational Visits and Exchanges, Mr James Platt.

This week Mr Platt revealed for the first time the full extent of the new enterprise - which will include a private medical school, academic research bodies, language schools, evening classes and a new Centre for International Education.

Mr Platt claimed the college would not be run solely by and for visiting Americans. "We plan to strike the right balance. Frankly, I don't know what that will be but I hope it will be a comfortable one," he said.

The primary use that Rockford will make of Regent's College will be as a London out-station for its US students. During term time, up to 90 American students will stay at the college. There will be a permanent American staff of five plus part-time English lecturers.

Rockford, 70 miles north-west of Boston, caters for 1,500 students taking degree courses in subjects ranging from nursing to engineering.

Rockford's president Dr Norman Stewart is a well-known archaeologist and international education enthusiast. More than 60 American colleges already have bases in Britain but Stewart has never shown an interest in the Bedford site "they were all put off by the prospect of accepting this vast pile of old buildings," he said.

But Rockford intends to capitalize

on its new asset - although without, it claims, making a profit.

The new college is to be a British-registered educational charity, with an automatic British majority on the governing body which also approves the courses on offer. Its facilities will then be on hire.

So far, 50 US colleges are interested in sending students for summer schools or term-time classes, including the Michigan State University which has booked it for the summer. Fourteen Rockford-designed courses are on offer, marketed under the slogan "Make London Your University".

British Universities are also being invited to base some of their work in London. And among the first to accept the offer is Salford University, which is to transfer its Diplomacy Studies Unit there - convenient for Whitehall and London's foreign embassies.

The Centre for Information on Language Teaching and Research has already moved into the college and Mr Platt's former bureau is expected to follow suit, along with a major English-language school and other bodies.

The organizations will provide their own staff and courses. But "cross-fertilization" between different educational bodies is to be an important element, according to Mr Platt.

Another major innovation will be Britain's first private medical college in modern times, the Hunter Medical School. Professor John Lumley, head of vascular surgery at St Bartholomew's Hospital, London, has been appointed dean.

"We hope the financial calculations are realistic, and the predictions are that it will cover its costs over a matter of a few years."

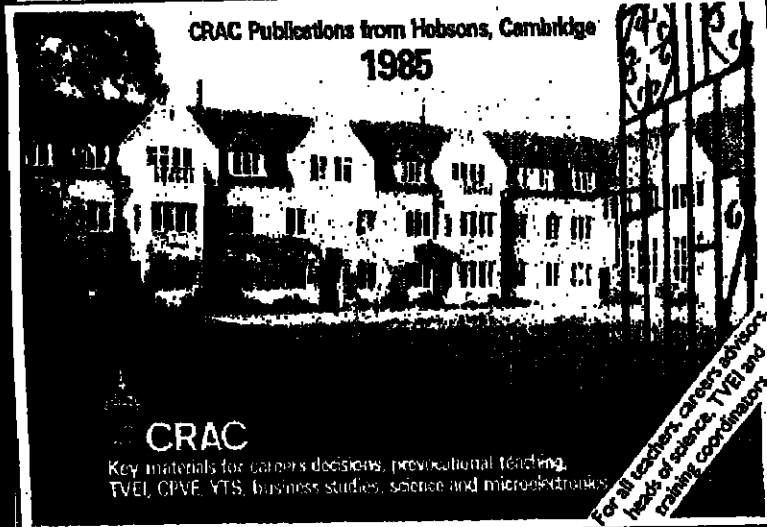
He estimates that by 1990 half the students could be American, with the rest coming from Britain or other countries.

Mr Platt has been director of the Central Bureau for 21 years where his role, he says, has frequently been to advise British and foreign governments on the importance of international education. Now his centre - although perhaps with a distinctly American flavour - could be a reality.

"It is almost as though I have been practising on other people's institutions all these years," he said. "Now I have got a chance to prove myself right or wrong, instead of just preaching a gospel."

It remains to be seen, however, whether the rest of the British educational Establishment will react with the same fervour to an American super-college in the heart of Regent's Park.

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Inspectors call for more time on academic studies

Trainee teachers at Hertfordshire College of Higher Education should spend more time on academic studies, according to Her Majesty's Inspectors. This is among a number of criticisms they make of the college, which now concentrates on primary school training following cutbacks in other courses.

They also hit out at economics which have forced supervisors to give up preliminary visits to schools before teaching practice and they complain that some courses go over the same ground.

On the plus side, the report notes the good staff-student relationships and the excellent nursery.

The inspectors, who spent four days in the college in November, 1983, and made subsequent visits as part of the national survey on initial teacher training, say students showed strong commitment to their main subject studies. But these studies occupied only a third of the BED course timetable in years one to three. The inspectors concluded that the time allocated to this component should be increased.

In professional studies – the second tier of the three-tier course – a form of

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.S.s.

organization had been introduced which inspectors felt had benefits and drawbacks.

It provided valuable links with main subject studies, but it created a lack of clearly delegated leadership. Apart from the BED course director, there was no one with the responsibility of coordinating and leading and thinking in primary professional studies and

ensuring that the balance of experience for individual students was properly monitored.

But education studies – the third tier – followed a coherent pattern and there were sound links with professional studies.

Staff are said to be well-qualified but many are having to gain teaching experience in primary schools for the first time, following the withdrawal of secondary training in the BED and the Department of Education and Science's decision to increase the number of primary places.

Some lectures and workshops were not well integrated into the course as a whole, and in many cases staff did not require students to undertake preparation or follow-up activity.

A number of broad issues were well covered by the courses, including class control and provision for a wide range of abilities – although theory was not always put into practice.

Inspectors point out that numerous revisions of courses have been made during recent years and some of the improvements suggested in the report have already been anticipated in discussion.

Older pupils cause concern

A special school for children with learning difficulties was having its own problems in adapting to an influx of older pupils, said inspectors.

St John's Residential School, Brighton, had a high quality physical environment, including a heated indoor swimming pool and carpeted gymnasium.

It had excellent relationships between staff and children, which were "remarkable for their warmth, friendliness and happiness".

But out of 84 pupils, 47 are now aged 12 or over in a school originally opened for primary age children.

An annex, Borradaile House, had been opened in 1982 for 10 secondary age pupils, but there were now more older pupils in the main building and inspectors say it is necessary to rethink the use of Borradaile House.

To add to the school's problems, the range of pupils' learning difficulties had increased.

Inspectors say that it is now necessary for the school to define more clearly the range of special needs that it is best able to meet.

Staff and pupils at Redbridge School, Southampton, "stood up well" during industrial action by teachers last May, which coincided with HMI's visit.

The report described the action as a "period of considerable potential stress". But it said pupils took little advantage of it.

The inspectors said the school – a 12 to 16 community comprehensive – had a well-ordered community and some sound work. It also reflected well that many teachers had contributed to the national inquiry into the curriculum between 1976 and 1982.

There was sound work within the school but little evidence of the extra demand that needed to be made of pupils in the middle and upper range of ability. Expectations were too low and the school had a major task in translating much of the admirable curriculum work into classroom practice.

NUT left seeks 'blacks only' group

Black teachers should be allowed to set up their own separate sections within the National Union of Teachers, delegates to the union's annual conference in Scarborough this Easter will be told.

In a mirror image of the debate which has caused controversy within the Labour Party over the past 11 months, motions have been tabled for the union's annual conference asking for local branches to be given the power to set up separate black sections.

In an article in the *Socialist Teacher*, the magazine of the Socialist Teachers' Alliance, the biggest left-wing group of the union at its annual conference, Ms Jane Shallice, a member of its editorial board, says the conference should give the go ahead for black teachers "to meet and organize within the union by themselves".

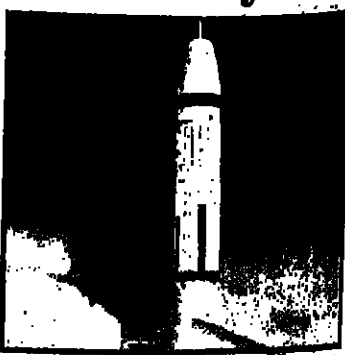
She argues: "In any period of cuts any positive action policies, no matter how small and weak as they have been in relation to black people, will be speedily eroded."

"The union has now to assert that it is not possible to combat racism in education unless the appointment and promotion of black teachers is prioritized and this has to be a policy that we not only fight for as a resolution for conference but is one that the union then fights to get local education authorities to implement."

"Last year the huge support black members of the Labour Party gave to the demand for Black Sections at the party conference was an indicator that sections of the labour and trade union movement will have to take these forms of demand very seriously."

"1985 should be the year when the NUT asserts the right of black members to meet and organize within the union. This will be a necessary part of the increased involvement of black teachers in the union."

Nuclear worry



Most British teenagers think that the chances of surviving a nuclear war are poor, according to a Gallup poll carried out among young people between 14 and 18 on both sides of the Atlantic for the BBC 2 youth discussion programme, *Speak Out*.

About half of the British and American teenagers polled thought that nuclear war is likely, but 42 per cent of US teenagers rated their chances of survival as fair and 52 per cent as poor, whereas only 11 per cent of British teenagers thought their chances were fair and 82 per cent saw little hope of survival.

Other findings uncovered by the poll suggest that young Britons' impressions of Americans are that they are wealthy, friendly, fun-loving, but a bit trustworthy.

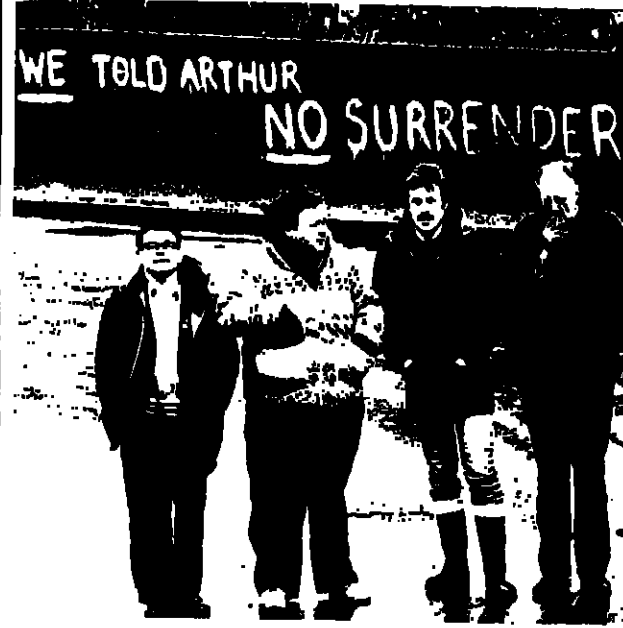
In the programme that went out on January 31, a panel of young people were linked by satellite to a panel of their counterparts in Moscow, to discuss the nuclear threat and the current state of East-West relations.

Extra writer

In last week's *Modern Language Teaching Extra* the writer of "Baby in Blackpool" on page 50 was Tony Foster and not Tony Foster. We apologise for any embarrassment this may have caused.

Education officials of the authority hardest hit in the miners' dispute warn that staff cutbacks may result from its £670,000 budget deficit. Peter Morris reports.

11 months into the pits strike and teachers fear the Barnsley chop



Teachers' jobs may be in jeopardy in Barnsley – the authority that has been the worst hit in the miners' strike.

At present, the strike is costing the council around £80,000 a week. Until recently, the education budget was taking most of the strain in meeting extra costs from the strike.

Faced with a budget deficit for next year of £670,000 Mr George Mason, education chairman, has warned that economies, including staff cutbacks, cannot be ruled out.

If the education budget is reduced by a rumoured £2 million, local teacher union officials fear that up to 100 job losses and 80 early retirements could be expected.

Neither Mr Mason nor Mr Howard Laverder, deputy chairman, would comment on union fears, beyond saying that the council had no redundancy agreement with the unions.

"It is premature," Mr Mason said. "No final decisions have been made yet."

Strategies for either raising more revenue or making savings or both have been drawn up for a decision to be made by the controlling Labour group on February 18.

One in four of Barnsley's population is employed in the mining industry. Overall the authority is faced with a budget deficit for next year of £13 million – of which more than £6 million is due to the miners' strike.

The highest single extra cost to education is the provision of free school dinners. Before the strike, 7,500 children out of 36,000 were entitled to free dinners. Now, an increase from 20 per cent to 50 per cent. The loss of charges on meals until the last week of January was £353,850.

But, like other authorities in mining areas, Barnsley has opened up some schools during school holidays to provide free dinners. If charged, the income from the meals would have been £59,180. On top of the cost of the dinners themselves must be added the costs of employing more kitchen staff which so far totals £37,550.

At extra £176,460 has been spent on meeting the increased demand for maintenance grants and essential clothing allowances. Lost fees of £35,540 from students not taking courses in mining at the local college of technology have also to be taken into account as well as a loss of fees of

£7,190 from adult education. In all, it comes to just under £670,000.

However, because of the Government penalties on local authorities that exceed their expenditure limit, the cost to Barnsley's education budget is far greater than £670,000. For every pound over the limit, the authority loses £2.43 in rate support grant.

Altogether, when the costs to the council of meeting the extra rate and rent rebates and the rising number of the miners' strike is taken into account, the operation of the Government penalty means that the final figure works out at £6.5 million.

"What we find offensive is that we are being penalized for providing services that we have always provided," Mr Laverder, himself a striking miner, commented.

The only extras that Barnsley has provided during the strike are the free school dinners during holidays. It was pointed out, however, that not only miners' children, but also any child of parents on social security was eligible.

In having to cut the education budget, the authority fears jeopardizing standards that were improved in

recent years.

"When the authority started in 1974, the ratio of teachers to pupils was pretty poor," Mr Richard Johnson, deputy education officer, said. "The league tables of all the authorities showed us near the bottom. We are now in the position in primary schools of being a little above the average for metropolitan districts and close to the average in secondary schools. This is the consequence of the council giving priority to educational provision."

He went on: "Obviously, it's ability to go on improving is going to be very seriously damaged by two things: the Government's action on cutting public expenditure and to some extent the effects of the miners' strike."

Where the cuts may fall is a matter of speculation. However, given the authority's commitment to protecting the curriculum in secondary schools despite falling rolls, it is unlikely to be in that area. There is speculation that the axe will fall most heavily in Barnsley College of Technology – expected to suffer cuts of one third of a million pounds. Barnsley is the lowest spending authority on 16-plus education in the country, but this is the result of a lack of take up of places.

Instead, the L.E.A. moved a primary school and several council departments into the building, keeping the playing fields for local use. The L.E.A. says it spent £1.3 million, but anticipates savings of £106,000 a year on running costs.

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£300,000 to be spent on arts for all

The School Curriculum Development Committee is to spend £300,000 to support arts teaching in primary and secondary schools.

The project – the first national programme spanning the whole arts curriculum – is intended to give practical support to schools.

In drawing up the three year project, the SCDC drew on a report prepared by a two-day seminar attended by teachers, the Arts Council, Crafts Council, the Department of Education and Science and local authorities.

During the three years the SCDC will produce, in collaboration with other organizations, a range of publications that will include innovative curricula, teachers' guides and material for pupils.

Major themes of the project are: the arts curriculum; the arts and the whole curriculum; continuity and development; the school in the community and assessment and evaluation.

Mr Keith McWilliam, the SCDC chief executive, said: "There has been a very warm reaction from all quarters to the arts project, not only from local authorities, but also from within the arts itself. The project aims to identify existing curriculum initiatives in the arts and help teachers develop curricular initiatives across the arts."

Community facilities praised

by Mike Durham

New playing fields and a sports hall shared with the local community have been brought about by a pioneering school amalgamation project which the Department of Education and Science's architects and building group praised.

Because of falling rolls, Oxfordshire education authority decided to bring Wheatley Park School onto a single site. Previously, it had been on two sites with buildings nearly a mile apart.

New sports facilities at the upper school site are to be shared with the community. But the council decided not to sell the vacant lower school site because it would not have realized much capital – especially in view of capital spending restraints.

Instead, the L.E.A. moved a primary school and several council departments into the building, keeping the playing fields for local use. The L.E.A. says it spent £1.3 million, but anticipates savings of £106,000 a year on running costs.

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Overcrowded lab warning

A warning that overcrowding in a laboratory at Thames Polytechnic could constitute a safety hazard was issued by inspectors who examined the science degree courses offered there.

The problem arose in the School of Biological Sciences and Environmental Health, where inspectors said the laboratories were overcrowded and on two floors with no convenient lift in between.

They commented: "The situation is unacceptable in microbiology which has autoclaves in use in the student laboratory and where the overcrowding

on occasions constitutes a potential safety hazard."

Working conditions were often hot and excessively noisy. There was also inadequate provision of lecture and tutorial rooms. Two tutorials were seen in a laboratory.

The report said: "The tutor was virtually obscured by a bank of microscopes and glassware on benches and almost inaudible over the operating noise of other equipment."

However, the work of the science degree courses which were inspected was warmly praised. The inspectors

report said the overall experience of the students was of a supportive and safe environment with excellent relationships.

The courses met appropriate levels of intellectual rigour and had relatively low withdrawal and failure rates, although many of the students had modest A levels.

The scholarship displayed by staff was said to be impressive and the polytechnic was commended for its efforts to retain industrial placements as part of the course – despite increasing difficulties in finding places.

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The name of the Project Director of the COMPUTER APPLICATIONS PROJECT should read: Kathleen Hennessey and not Paul Murphy and Kathleen Hennessey as presently stated. We apologise for any misunderstanding this may have caused.

Exams and assessments

Inspectors drew attention to the examination pressures in a 13-16 school, in their report on Featherstone High School, set in a mining community near Wakefield.

They say that two of the less desirable side-effects of this age grouping are the feeling that it is necessary to stay strictly within the examination syllabus and the equating of continuous assessment with continuous examining.

But they also concede that examination results at the school are good. They add that standards of work are sound, helped by "the excellent relationships" engendered, partly, by an effective pastoral system.

Caterton School, in Oxfordshire, which includes 42 per cent of pupils from service families, is advised to tighten up staff organization and raise pupils' expectations.

Inspectors say that the school's provision for pastoral care is very good. But they believe that staff can now concentrate more on the process of learning.

They recognize that the school, on 11 to 16 mixed comprehensive, has problems due to the high mobility of many pupils. Out of the first two years, 31 per cent had been in at least three primary schools, including one child who had been in 14.

But the purpose-built school, which was undergoing its first reporting inspection, had enough human and material resources to be able to choose how they should be deployed, said the report.

Spreading the quality

Children at Salford Church of England primary school in Bristol achieved reasonably good standards in English and mathematics, according to inspectors. But in topic work, music, physical education and art and craft, the quality of the work varied considerably. Good practice found in all these subjects needed to be more widespread.

But curriculum development in some less satisfactory areas was taking place under the leadership of the head and involving teams of teachers.

At Widdow Court primary school, in Crown Hill, Plymouth, pupils are said to achieve consistently good standards in all aspects of language and there are examples of high standards in mathematics, history, geography, science and physical education.

But inspectors say that an increase in the pace and rigour in some of the work would raise standards even higher.

There is said to be a disappointing lack of progress in the curriculum at Linn Community primary school, near Northfield, in Kent.

Inspectors concede that there are

difficulties. The junior classes are housed in a drab Victorian building, although the intention is to replace this – and many of the pupils' parents are without regular employment. Those with jobs are mainly unskilled labourers.

But the inspectors say "The problems are not sufficient to justify the present level of under-achievement which permeate much of the life and work of the school." They add that there is a need to urge the local authority to give extra help and advice.

Lakenheath primary school in Suffolk is said to be in a position to reconsider its priorities following a number of staff changes over the past 18 months.

Inspectors suggest that attention should be given to the coordination of the work and its planning throughout the school – plus the extension of the role of teachers with posts of responsibility.

But overall, they say, it is a good school which has exceptionally good links with the community.

Tasks must match abilities

The headteacher and staff at Warrington primary school are urged to reconsider the scope of the curriculum, its planning, organization, continuity and progression, and the assessment of pupils' work.

They are also advised that a review of teaching strategies at St Benedict's RC primary school could lead to a better match between tasks provided and the abilities of pupils.

Inspectors say that overall standards are not high, but in mathematics the

standards achieved by slow learning pupils were "rather low" and those by the more able pupils "only average". Reading standards were "unacceptably low" among several children in some parts of the school.

But relationships are said to be satisfactory and staff work conscientiously to meet children's needs.

This inspectors concede there are "generally limited facilities" which inhibit curriculum development.

Two years' probation for girl who pestered her ex-teacher

by Adriana Caudrey

Magistrates have sent a teenage girl to a probation house to stop her from assaulting or molesting her former teacher, whom she has harassed for three years.

Nicola Paslinos was this week placed on probation for two years – a year of which must be spent at the Elizabeth Fry Hostel in Reading – following a hearing at Highgate Magistrates Court.

It was the seventh time the girl, who is aged 19 and white, had been dealt with by a court for offences relating to her pursuit of Miss Ovela McNinis, a black teacher, who taught her at a comprehensive school in Haringey. The saga was first reported in *The TES* (December 7, 1984).

Miss Paslinos admitted before Highgate Magistrates, three weeks ago, that she had breached a previous probation order, imposed after she had twice attacked Miss McNinis. The case was adjourned until last Monday, for the magistrates to examine her for psychiatric and probation reports.

Mr Chris Charter, Miss Paslinos's probation officer, told the court that the breach happened when the girl went to Miss McNinis's house, kicked her front door, and caused a commotion.



Nicola Paslinos, 19, seventh court hearing.

Imposing the new probation order, Mrs Barbara Lloyd, chairman of the magistrates, told the girl she must not try to make contact with Miss McNinis, either at her home, or at work.

Mr Gavin Millar, a lawyer representing Miss McNinis through the National Union of Teachers, emphasized to the court that his concern was to protect her from "further assault or molestation". He said he had appeared "four" on Miss McNinis's behalf throughout the ordeal.

Courses

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Applications are invited for the full-time ten week programme for Secondary Headteachers and Deputies, Summer Term, 1985. This training programme, which is eligible for support through the D.E.S. "OTTO" (Circular 4/84) scheme, has been designed in consultation with Local Education Authorities:

- to prepare for involvement in management training;
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- to give scope for personal study projects.

Details and nomination forms may be obtained from:
Mr. Derek Hollingworth, Registry, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, and should be returned by 27 February, 1985.

Other enquiries may be made to the course tutors at 69 Gordon Square, London WC1H 0NT, Tel: 01-636 1800, Ext 774.

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Applications are invited from suitably qualified teachers, lecturers and advisers for awards to support full-time study and research in health education, to commence October, 1985.

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Closing date: February 28th.

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What education cuts? - Stuart Maclure and Tony Travers examine the claims and counter-claims about spending over the past 6 years. Research by Lois Rodgers.

Damned lies and statistics?

Ups and downs of l.e.a. spending

"Down with education cuts", cries the education world. "What education cuts?" says the Government, ruefully aware it has failed to achieve the reductions it tried to make. Why is it that those who work in education are acutely conscious of cuts and shortages, while those who count the money say that spending has gone up in cash terms and after allowing for inflation?

This question is prompted by the furore which broke out when Oxford declined to give Mrs Thatcher her honorary degree. Oxford scientists attacked cuts in science spending - yet Government spending on science and the research councils rose between 1979-80 and 1984-85 (in 1984-85 prices) from £494 million to £525 million - that is by 6.3 per cent.

Other donors loathly declined to protest on their own behalf, but hit out at the cuts everybody else in the education service had suffered. Yet the public expenditure statistics show that education spending overall increased from £12,504 million in 1979 to £12,604 million in 1984-85 - an increase of 0.8 per cent.

Why then, if there has been no overall reduction in spending is there such a lively perception of cuts among those who work in education? The graph shows the winners and losers in the national education accounts.

On the face of it there remain some extremely puzzling features. Between 1979-80 and 1984-85, the size of the teaching force in England and Wales rose by 32,000. In spite of this reduction - equivalent in 1983-84 money to a saving of about £300 million - the total combined current spending on primary and secondary education rose by 4 per cent.

Over the period there was also a considerable saving on non-teaching staff and books and materials not to mention school meals and milk. The question is still unanswered: where have the missing millions gone?

One of the changes made by Mrs Thatcher's Chancellors of the Exchequer has been to stop providing information in terms of the volume of

services provided and to deal only in cash terms. The "deflator" used to adjust for changes in the value of money is, therefore, extremely crude. To say, for example, that spending on science "in real terms" has risen, does not mean that the "volume" of science research which can be bought with £535 million in 1984-85 is 6.3 per cent more than could be bought for £494 million in 1979-80. Far from it: science research costs have risen much faster. That is why the scientists complain about a cut, and can provide their own evidence of a cut in a reduction in what they can do. The same distortion applies to spending in schools and colleges. In his article on local authorities spending (opposite) Tony Travers shows how different the figures look if you use an inflation measure directly related to education costs.

The education accounts are further complicated by falling rolls and no agreement on how to compensate for the diseconomies of declining scale. Unit costs have risen in the great majority of authorities, both in primary and in secondary education, notwithstanding the evidence of increasing shabbiness. The irony remains: the educational environment deteriorates while costs continue to rise. Logically this process can be expected to continue unless there is an agreement to protect volume rather than money, and this the Government is determined not to do.

The 8 per cent growth in the figure for unit costs (for Britain) is particularly confusing. The item includes various other outlays (the Computer Board, British Academy, European University Institute, British Universities' Film and Video Council and the OU). Between 1980-81 and 1983-84, according to the Expenditure White Paper, universities' "overall funding" - felt in real terms by 8 per cent, although this does not appear in the total expenditure. The 8 per cent cut relates to recurrent funds only and reflects changes in home tuition fees, but excludes the funds set aside by the Government for academic redundancy.

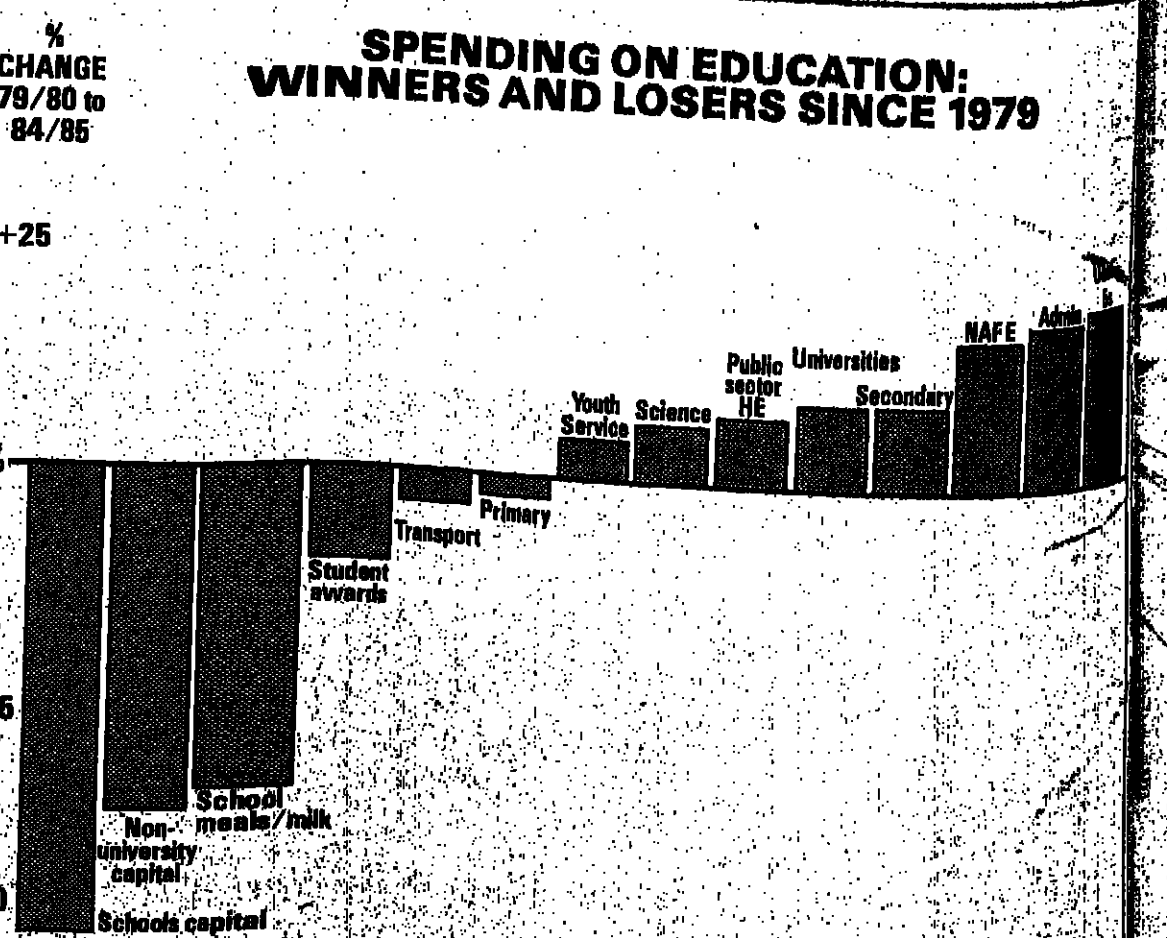
Spending on schools has gone down, depending on how you look at it. Of course, the cash spent on primary and secondary schooling in England and Wales has increased annually since 1979-80 - from £1 billion to £6.86 billion - though this has more than eroded the increase.

In real terms (taking account of increased cost of providing the volume of service), primary school spending has fallen by about 1 per cent, while secondary schools have been cut by more than 3 per cent. The real terms changes do not tell the whole story, either. Some school rolls have, overall, risen rapidly in recent years, the fall in terms spending obscures an increase in real spending per child in both primary and secondary education. The cuts work out at more than 10 per cent in primary schools and nearly 6 per cent in secondary schools.

Variations from authority to authority make the picture even less clear. Some councils have considerably increased their real spending since 1980-81, while others have made large unit costs have also moved away from council to council.

The table shows, for each authority in England and Wales, of primary and secondary education, total spending on the service as a whole, and the spending per pupil in 1979-80 and 1984-85. Both spending and pupil per pupil figures are shown in 1984-85 prices. The 1979-80 figures have been converted to November 1983 prices using a deflator for education published by the authorities' associations. The 1984-85 figures are also presented in November 1983 prices. Note this is not a general allowance for inflation used by the Government but an index which directly reflects the change in prices relevant to l.e.a. education.

The spending figures in the table estimates for each year. They have been produced by the Clarendon Institute of Public Finance and Accounting.



Source: 1985 White Paper, Cmnd. 9426, Table 3.10 revised at 1983-84 prices.

NEWS

Variations in l.e.a. spending

Local authority	PRIMARY EDUCATION				SECONDARY EDUCATION				Spending on books & equipment: % change 1979-80 to 1984-85 (cash)	
	1979-80	1984-85	% change	1979-80	1984-85	% change	1979-80	1984-85		
England	173,532	176,580	1.7%	1089	1170	7.4%	236,882	221,034	-6.3%	1,463
London boroughs	11,186	10,730	-3.9%	789	888	9.9%	13,888	12,286	-11.6%	1,136
Barking & Dagenham	16,843	16,215	-3.7%	744	813	9.2%	23,047	21,334	-7.4%	1,129
Barnet	13,116	11,826	-9.8%	643	728	13.2%	20,143	18,030	-10.4%	976
Bexley	18,578	20,008	+7.7%	847	1,028	21.3%	24,859	23,127	-7.0%	1,457
Brent	16,270	14,420	-11.3%	681	765	12.3%	26,176	24,872	-4.9%	1,228
Bromley	19,428	18,107	-6.8%	726	778	7.1%	25,882	24,648	-4.8%	1,228
Croydon	23,383	22,168	-5.2%	844	863	2.2%	30,962	29,494	-4.7%	1,228
Ealing	14,736	14,279	-3.1%	688	707	2.7%	21,220	20,546	-3.2%	1,136
Enfield	15,589	15,123	-3.0%	734	1,090	48.4%	20,781	19,887	-4.3%	1,209
Haringey	13,289	12,194	-8.2%	721	789	9.4%	18,571	17,680	-4.8%	1,053
Harrow	15,582	14,216	-8.7%	696	735	5.6%	23,132	22,228	-4.0%	1,136
Hillingdon	14,338	13,983	-2.4%	740	778	5.1%	20,834	19,411	-7.3%	1,057
Hounslow	12,388	13,882	+12.0%	731	875	19.6%	17,031	16,819	-1.2%	1,087
Kingston-upon-Thames	11,504	10,984	-4.5%	678	743	9.6%	19,004	18,143	-4.5%	1,040
Redbridge	11,807	11,408	-3.4%	683	734	7.5%	17,871	17,680	-1.1%	1,053
Richmond-upon-Thames	7,891	6,936	-11.9%	780	789	1.1%	9,578	8,840	-7.6%	1,057
Sutton	8,347	7,938	-4.9%	685	884	27.9%	13,777	12,061	-12.5%	1,035
Waltham Forest	14,538	15,404	+5.9%	716	861	20.2%	21,252	21,427	+0.8%	1,185

Metropolitan districts	16,521	16,533	+0.07%	840	840	0.0%	20,884	21,145	+1.2%	882
Bury	11,762	10,953	-6.9%	626	626	0.0%	14,238	14,829	+4.1%	907
Manchester	31,581	29,338	-7.1%	784	806	2.7%	47,493	46,807	-1.4%	1,218
Oldham	14,542	15,159	+4.2%	623	718	15.0%	17,307	17,345	+0.2%	900
Rochdale	13,018	12,398	-4.7%	627	689	9.8%	20,103	20,477	+1.8%	981
Salford	14,899	14,289	-4.1%	609	709	16.2%	21,447	19,980	-6.8%	972
Stockport	14,488	15,288	+5.5%	637	687	7.8%	23,788	21,836	-7.8%	878
Tameside	14,283	13,948	-2.3%	622	682	9.6%	17,818	17,818	0.0%	1,006
Trafford	12,498	10,443	-16.4%	629	682	8.2%	16,805	17,808	+6.0%	1,006
Wigan	20,712	19,811	-4.3%	634	687	8.2%	26,371	26,371	0.0%	1,039
Knowsley	13,857	12,023	-13.2%	707	781	10.5%	19,968	17,279	-13.5%	1,024
St Helens	13,385	11,888	-10.8%	618	673	8.7%	17,247	17,338	+0.5%	944
Salford	17,851	16,588	-7.1%	717	789	10.1%	24,723	22,513	-8.9%	877
Wirral	20,344	19,218	-5.5%	618	707	14.4%	27,540	26,713	-3.0%	988
Barnesley	16,898	14,817	-12.9%	703	787	12.0%	20,211	19,573	-3.1%	988
Doncaster	22,359	19,307	-13.6%	712	753	5.6%	27,183	25,382	-6.6%	1,006
Sheffield	18,734	16,076	-14.2%	627	706	12.6%	21,337	21,476	+0.6%	909
Sheffield	38,295	36,528	-4.6%	717	787	9.7%	52,748	50,748	-3.8%	1,006
Gateshead	14,504	13,220	-8.8%	600	781	29.8%	14,218	14,218	0.0%	1,006
Newcastle upon Tyne	17,595	16,588	-5.7%	601	643	6.1%	26,235	24,300	-7.3%	1,006
North Tyneside	10,922	10,800	-1.1%	718	847	18.2%	16,278	16,278	0.0%	974
South Tyneside	12,102	9,727	-19.3%	776	786	1.3%	10,610	10,610	0.0%	1,043
Sunderland	21,765	19,440	-10.7%	689	716	3.9%	26,330	24,845	-5.6%	1,017
Birmingham	64,040	62,412	-2.5%	638	689	7.9%	82,748	78,488	-5.1%	976
Coventry	21,483	20,167	-6.0%	689	777	12.6%	27,541	26,300	-4.4%	983
Dudley	17,270	16,846	-2.4%	647	613	-5.1%	19,364	20,677	+6.8%	914
Leeds	21,764	20,714	-4.4%	688	772	12.2%	26,708	27,426	+2.7%	1,067
Leeds	13,632	12,747	-6.5%	609	685	12.5%	17,319	16,813	-2.9%	928
Wolverhampton	18,081	16,598	-8.8%	619	685	10.7%	24,202	23,778	-1.7%	1,019
Bradford	25,435	23,440	-7.8%	622	707	13.7%	34,680	34,680	0.0%	941
Cardiff	12,686	12,290	-3.2%	622	707	13.7%	16,409	15,814	-3.6%	947
Cardiff	23,030	22,435	-2.6%	622	680	-3.2%	28,416	28,416	0.0%	941
Leeds	41,528	39,854	-4.0%	622	680	-3.2%	58,180	55,512	-4.6%	907
Wales	19,119	17,729	-7.3%	677	755	11.5%	26,586	26,146	-1.7%	859

English counties											30.72			
Avon	51,713	50,575	-2.2%	682	715	7.9	70,453	68,782	-2.4%	861	1,068	12.3	68.72	90.78
Bedfordshire	29,108	26,917	-10.8%	749	730	-2.5	55,275	51,024	-7.6%	907	1,038	8.7	27.68	21.77
Berkshire	38,103	38,458	+0.9%	618	703	13.6	63,404	63,897	+0.8%	927	1,037	11.8	67.48	46.18
Buckinghamshire	39,525	39,595	+0.1%	641	681	6.2	41,648	43,168	3.6%	1,031	1,074	4.1	47.08	40.21
Cambridgeshire	60,809	56,890	-6.5%	681	726	6.5	65,478	43,895	-32.1	882	863	-2.0	72.14	14.26
Cheshire	39,699	35,526	-11.8%	682	726	6.5	65,478	58,143	-11.2	1,040	1,011	-2.7	52.36	38.86
Cleveland	38,790	36,334	-3.6%	653	722	10.4	53,575	50,708	-5.3%	985	1,031	4.6	68.95	39.82
Conwy	23,143	23,142	-0.0%	602	671	11.2	31,853	32,163	+0.9%	863	978	2.3	50.57	18.85
Cumbria	30,072	28,395	-5.6%	688	727	5.7%	38,378	38,483	+0.3%	1,018	1,018	0.0	37.02	50.05
Derbyshire	52,715	50,890	-3.4%	618	710	15.4	73,231	71,798	-1.9%	930	987	6.0	53.78	64.97
Devon	48,113	43,955	-8.7%	618	655	-5.8	63,495	63,713	0.3%	920	874	-5.8	50.91	45.40
Dorset	41,529	38,273	-7.8%	698	682	-2.4	48,430	45,385	-6.2%	940	940	0.0	36.11	58.92
East Sussex	31,008	27,950	-9.8%	620	682	9.7	40,895	38,448	-5.5%	890	884	-0.7	27.48	31.27
Essex	66,007	77,472	+8.8%	832	850	4.1	11,927	11,814	-0.9%	940	998	6.0	28.16	55.65
Gloucestershire	28,805	26,816	-7.3%	632	658	4.0	39,407	37,486	-4.9%	930	998	7.2	65.52	57.69
Hampshire	86,617	78,501	-9.3%	611	657	-7.4	10,882	10,742	-1.3%	940	988	5.0	33.84	45.45
Hereford & Worcester	30,202	28,678	-5.0%	678	688	1.5%	32,611	32,611	0.0%	940	988	5.0	33.84	45.45
Hertfordshire	68,021	62,598	-8.3%	685	687	1.5	81,093	78,673	-2.9%	1,040	1,040	0.0	32.27	73.81
Humbly Grove	50,422	50,943	+1.0%	644	785	21.7	116,188	77,965	-33.6%	921	986	6.9	40.69	69.89
Isle of Wight	7,434	7,134	-4.0%	707	707	0.0	13,929	10,909	-20.3%	883	880	-0.3	13.39	5.85
Leamington	6,802	10,047	+1.3%	608	637	4.4	12,070	112,831	+8,331	963	895	-1.2	33.81	38.21
Leamington	78,950	73,595	-7.4%	658	645	-1.9	10,112	10,740	+6.2%	968	967	-0.2	67.39	51.92
Leicestershire	46,860	50,445	+7.7%	612	712	16.4	61,237	63,085	+2.9%	959	1,060	10.8	97.18	78.14
Lincashire	32,752	28,884	-12.8%	615	642	4.0	43,072	43,085	+0.0%	898	898	0.0	64.17	67.17
Liverpool	44,238	41,514	-6.1%	630	706	11.3	45,400	47,724	2.5%	928	989	7.5	64.82	38.48
Northampton	29,436	28,953	-1.4%	590	652	10.3	46,247	44,748	-3.2%	897	978	9.0	72.10	61.18
North Devon	19,458	13,467	-8.6%	705	722	2.3	28,907	28,827	-0.2%	935	961	2.7	28.38	15.48
North Yorkshire	34,482	32,640	-5.3%	705	716	0.7	51,832	53,728	3.6%	939	1,048	11.6	30.80	45.80
Nottinghamshire	48,482	40,384	-16.9%	717	741	3.3	49,330	38,624	-24.4%	942	1,061	12.5	99.15	83.69
Oxfordshire	28,086	24,820	-11.5%	707	712	0.7	43,642	38,905	-12.2%	945	945	0.0	61.85	33.85
Shropshire	22,438	21,860	-3.4%	616	705	14.2	32,238	33,015	2.4%	985	1,017	3.3	68.15	61.47
Somerset	21,762	20,185	-7.3%	588	640	8.8	30,808	30,845	0.1%	893	945	5.7	61.85	61.47
Staffordshire	67,583	57,825	-14.8%	681	728	6.8	68,240	82,184	4.3%	1,007	1,028	1.8	24.02	40.94
Suffolk	29,811	28,028	-6.3%	672	718	6.7	46,193	49,891	8.1%	853	858	12.2	71.14	100.81
Surbiton	58,326	50,900	-14.6%	683	712	4.2	65,418	57,748	-11.7%	1,068	1,058	-0.7	28.16	45.02
Surry	31,867	28,570	-10.4%	680	712	4.7	39,984	41,647	+4.2%	945	945	0.0	68.15	65.65
Warrickshire	31,867	28,570	-10.4%	680	712	4.7	39,984	41,647	+4.2%	945	945	0.0	68.15	65.65
West Sussex	31,364	30,022	-4.2%	602	646	6.9	44,247	43,057	-2.6%	940	953	1.2	68.15	65.65
Wiltshire	31,364	27,761	-10.1%	634	657	3.5	42,384	36,745	-12.2%	937	969	3.3	35.68	35.06

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Can working for no pay be professional?

Sir - The statement of the employers' structure proposals (TES, January 25) was a worthwhile exercise but I am afraid that their clarification has only confirmed my fears about them and consequently has left me in a dilemma, which I suspect other teachers might also experience.

Throughout the proposals great stress is laid upon professionalism, but at the same time I must infer that the time I spend marking and preparing my work outside school time is not to be included in the contract. Pay would appear to be calculated on the basis of just 1,300 hours spent working "at the direction of the head" over a period of 195 days.

This is a nonsense. To do my work effectively I need to work at least a 10-hour day, or its equivalent spread over the weekend, for those 195 days; ie 1,950 hours.

This amounts to amateurism since it is unpaid, as does the "professional voluntary contribution" referred to in the statement. To me what is voluntary is not professional since the latter involves payment.

I appreciate the employers' problem



Midday supervision... responsibility without reward

In assessing the amount of marking and preparation we do at home, so why not stipulate that we spend a certain amount of time in school after the pupils have gone home and some days in school both before and after the term. This must of course be paid for.

The alternative is to have a 1,300-hour-a-year teaching profession, which will be thoroughly detrimental to the interests of the pupils we should be paid to serve, as opposed to being paid for just part of our service, the rest being charity. When it comes to rest being charity, I personally believe that my children, and not other people's, should come first.

My dilemma, if these proposals are accepted/enforced, will therefore be: should I strive to do my job properly and neglect my family or sacrifice the quality of my work to benefit my family? This should not be. I should feel that my family is benefiting from my doing my job properly because, as a professional, I get paid to do all of it.

C P BIGGS
55 Ancester Road
Ipswich

Fair's fair

Sir - "Only one item on the list has proved controversial. This relates to the supervision of pupils at midday."

Very many teachers willingly undertake this task (advertisement published by B J Rushbridge, Employers' Secretary). Why does Mr Rushbridge then conclude that "it is fair that all teachers should share in this professional responsibility for the good order and safety of pupils"? Another equally valid conclusion might be that it is fair that all teachers who willingly undertake this task should be rewarded for doing so.

C G COLENSO DUNN
Student teacher
King's College
London

Purse strings

Sir - Incremental progression on teachers' salaries will not only be based on assessment under the employer's salary survey process. It will be subject to cash limits.

The number of teachers who receive the annual increment, out of the vast majority who perform their duties with skill and dedication, will be decided by how much the employers believe they can spare out of their budgets... Competence will become an economic variable.

BRIAN CANN
(Treasurer)
NORMAN MILES
(Secretary)
Milton Keynes & District Association
National Union of Teachers

Fears confirmed

Sir - Your recent revelations have confirmed what we primary school teachers have always suspected - that most college and polytechnic educational departments, while engaged in preparing mainly female students for careers in primary teaching, are staffed almost exclusively by middle-aged male ex-grammar school teachers.

How strongly I agree with Annette Bell's letter (TES, January 25) concerning the need for an enhanced role for primary teachers in teacher training. The argument is surely strengthened by the existence of many graduates with 10 or more years of primary teaching experience.

PATRICIA KNOWLES
Headteacher
Hart Common CE School
Wigan Road
Westhoughton
Manchester

No step down

Sir - It is a pity that *The TES*, with all its experience, cannot provide a more constructive headline for its article on the redeployment of secondary teachers - "61 primary schools 'Teaching down a peg or two'".

Anyone who knows anything about the primary sector realizes the enormous importance of good teaching at this age, and appreciates the wide range of educational skills and good professional practice required by primary teachers.

Fortunately, the secondary colleagues quoted in the article are able to take a more realistic view and do not

seem to accept their new environment as the implied "demotion" of your headline.

C M SMITH
87 Summerhouse Avenue
Hendon
Hounslow
Middlesex

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

JOHN HOLMAN
198 Botley Road
Ley Hill
Chesham
Bucks

Bitter memories

Sir - Having just read the employers' advertisement (TES, January 25) attempting to justify their restructuring proposals, I am still extremely suspicious.

What other response can be expected when they have done nothing to show any respect or real concern for teachers over the past few years? I have very bitter memories of last year's "negotiations". The management did not see little harm in insulting the teaching force by suggesting that we were committed or by continually adopting delaying tactics.

They also gave false information when they stated that there was no more cash available beyond 3 per cent. It eventually became clear that there was, but it would only be handed over if the strings attached were tied around the hands of the teachers.

All these problems paled into insignificance when it became obvious that Sir Keith was directing management manoeuvres, spurred on, no doubt by Mrs Thatcher, yet claiming that it was up to the two sides to solve their differences and that he would not interfere.

Only recently have we been informed that in 1985-86 a further 5 per cent is to be cut from education. The picture is very clear, the employers and the Government have no wish to improve the lot of the teacher, but simply control the profession in an extremely sinister manner. There is overwhelming proof of this.

We have Sir Keith stating that teachers do not accept assessment that it will be brought in by legislation - like it or not! We have the philosophy of "payment by results" clearly outlined in the employers' proposals.

Yet another piece of damning evidence is the suggestion by Sir Keith that where parents make financial contributions to a school then capitalism should be reduced.

To ensure that the teaching profession does advance there must be genuine cooperation and honesty from all sides. There must be clear signs that this Government wants a contented, well-paid and valued teaching force.

It is ironic that Mrs Thatcher praises good management and staff development, yet many of her governmental departments have an appalling record in this area. She extols the management structure of firms like Marks and Spencer, who expect high standards from their staff but pay well and run excellent training programmes.

Such companies obviously value their employees and understand that part of their general success is based on the establishment of good relationships with staff. Unfortunately this cannot be said of the management of the Department of Education. It is time that this high quality management, very much concerned with the development of its workers, becomes firmly established in education.

J S MILLS
28 Walcot Walk
Netherton
Peterborough

Law for all

Sir - I am surprised Dr Adley built on the suggestion that the Second Law of Thermodynamics should be part of "science for all" (Letters, January 25). Even if he does not accept CP Snow's proposition that "ignorance of the Second Law is comparable to ignorance of Shakespeare", he must surely accept the universality of the law and its relevance to the lives of every man, woman and child.

There is no difficulty in stating the law simply ("Energy always increases") and applying it to such everyday problems as keeping one's home warm and saving fuel.
"Science for all" has to be relevant science, and there is none more relevant than the Second Law - unless it is the molecular biochemistry that is the very basis of life and which is second of Sir George Porter's suggestions to which Dr Adley takes exception. Here, too, the science is not complicated - at its simplest it means no more than the study of sugars and proteins already undertaken in practically every science course.

JOHN HOLMAN
198 Botley Road
Ley Hill
Chesham
Bucks

Why schools can't allow the CEE to wither on the vine

Sir - Your recent Comment ("CEE rides yet again", January 25) correctly describes as "an inchoate mess" the conflicting claims made by the various examination boards for the scarce resources available for the new sixth. Moreover, the proposals for an Advanced Supplementary examination could divert such resources into provision for A level students at the expense of their non-A level peers.

For those seeking to design a workable sixth-form curriculum the administrative problems are obvious. Much of the chaos seems to stem from curiously conflicting assumptions about the needs of what is increasingly being referred to as the "pre-vocational" group.

The influence of the Technical and Vocational Education Initiative has given a much-needed shot in the arm to teachers to develop good practice in pre-vocational education. This is something which many schools, including my own, have been pursuing for some time, though without TVEI status.

The proper place for such developments is the existing school curriculum which can promote the aims of vocational education through general studies, humanities, computer studies and science courses.

The point is that pre-vocational education has its place but not at the expense of other educational experiences. Present proposals appear to be narrowing choices rather than extending them. The latest CPVE proposals, for example, specify a much narrower definition of additional studies which are to be linked with the main vocational study areas.

It seems that students who might wish to study a subject like history or environmental science will be prevented from doing so unless they tackle courses at O or A level - courses patently not designed for the one-year sixth.

It is small wonder that schools are refusing to allow the Certificate of Extended Education to wither on the vine as the Department of Education and Science would hope. The O level

boards have already made their views known and at least two CSE boards will be offering CSE syllabuses for the one-year sixth based on the CEE courses whose recognition ceases this year.

All this demonstrates the variety of the demands being placed by students and their parents on sixth forms. There are students for whom the solely vocational approach will be right, but there are others who will require a combination of that and a more traditional approach.

There are few signs of real cooperation or planning. What we are being offered is a series of competing and overlapping courses which could turn into a Dutch auction to the benefit of no one.

PETER NORTON
Head of sixth form studies
Cheshin Hay High School
Cheshin Hay
Staffordshire



Difficult to devise a workable sixth-form curriculum

Mature students

Sir - It makes good headlines to talk about the GCE boards mounting a counter-attack on the CPVE but, as your Comment of January 25 points out, there is a widespread demand for single subject examinations which can serve a variety of needs in the post-16 sector.

The need is only too apparent to the Joint Matriculation Board. In 1983 the board's O level and AO examinations were taken by 102,998 candidates aged 17 and upwards, of whom 20,313 were aged 19 or more. This is why the JMB decided to go ahead with its CSE partners in the Northern Examining Association to provide GCSE examinations for mature students who currently take either GCE AO level or the CEE.

The need is obvious and the question of whether such a single-subject provision might compete with the CPVE package approach was irrelevant to the decision.

The first GCSE examinations for mature students will be available in 1988. In the meantime, the NEA will provide letters of credit to keep the CSE boards' CEE in being, and the JMB will continue with its AO levels until both examinations are subsumed in the GCSE in 1988 or, if this seems more appropriate where some AOs are concerned, up-graded by the JMB to become part of the proposed AS examination.

COLIN VICKERMAN
Secretary
Joint Matriculation Board
Manchester M15

Novel exam

Sir - I was very pleased to read that the examination boards will continue to offer the Certificate of Extended Education in spite of the cold-shouldering it has received from the Department (TES, January 18 and 25).

There is a considerable group of young people who have neither strong vocational interests nor academic ability. They are often physically immature and lack confidence and direction.

Recognizing the need, many CEE panels have produced syllabuses which aim to re-route the student's interests and lay a better foundation on which choices may be made.

The South-East Regional Examinations Board, for instance, offers an unusual science examination that leaves all the content testing which demands the simple recall of facts to the teacher. The board's examination attempts to test the common ground - the so-called "science processes". The modules range from psychology

to digital electronics and so provide a wide range of interests not only for students but also for teachers. The examination paper presents the student with a totally novel situation and accompanying data. The student then has to use learned experience of problem solving, hypothesizing, sorting and displaying data.

G C DENOATE
10 Lonsfield
Shadonhurst
Aford
Kent

Workshop skills

Sir - In the present climate of change and uncertainty in the structure of the examination system and with the introduction of the new GCSE examinations, I write to make a heartfelt plea. I plead for the retention in essence of the AEB O level course, "Engineering Workshop Theory and Practice" (024). I have been teaching this course for a number of years now with success and, if it were to disappear in its present form, there would be a considerable void.

To personalize an issue in the way he did in *The TES* is a matter that should be deprecated and a level to which I will not stoop. Perhaps he ought to apply his mind to ameliorating the differences between my council and his union.

The Doncaster I.e.a. was acting on advice from the Council of Local Education Authorities and I am pleased to see *The TES* has made mention of it (January 25). One view was that teachers were not carrying out their normal duties and ought to experience taken financial deductions. Doncaster's 17,000 miners and their children have been suffering from their

Getting personal

Sir - What a pity that the deputy general secretary of the NAS/UWT, Nigel de Gruchy, has chosen to personalize his union's dispute with Doncaster education authority (TES, January 18). I would have thought that he would know that as a chairman of an education committee I carry out the policy of my council. I speak and act to their policy.

To personalize an issue in the way he did in *The TES* is a matter that should be deprecated and a level to which I will not stoop. Perhaps he ought to apply his mind to ameliorating the differences between my council and his union.

The Doncaster I.e.a. was acting on advice from the Council of Local Education Authorities and I am pleased to see *The TES* has made mention of it (January 25). One view was that teachers were not carrying out their normal duties and ought to experience taken financial deductions. Doncaster's 17,000 miners and their children have been suffering from their

11-month strike. Surely, members of the NAS/UWT can't expect to exacerbate the difficulties and be paid in full for refusing to teach in the normal span of hours.

Perhaps Mr de Gruchy should bear in mind what I said to him in Doncaster. Many of his members voted for the Thatcher Government. As such they voted for the reduction in local government expenditure and the consequent reduction in teachers' jobs. It seems rather strange to me for educators who voted for such a government then, to turn on a Labour-controlled council and take vindictive action which affects children who have already suffered too much.

Mr de Gruchy told us that the NAS/UWT, in taking action against Doncaster Council, was trying to draw attention to the Government's cuts. I can't understand how that will be brought about. The "bad-boys" in this dispute will seem to be Doncaster Council and its union. The people here live daily with the evidence of Thatcherism: 20 per cent unemployed, 86 per cent school-leavers without a job.

Can I now turn to the allegations that I was behaving like an "archetypal Victorian mill-owner"? I would have thought that a Victorian mill-owner, faced with the actions of the NAS/UWT, would have told his employees to go home, and not to come back.

PAT MULLANY
Chairman
Education Services Committee
Doncaster Metropolitan
Borough Council

Racial stereotyping

Sir - May I correct a few points in the review of my book, *Multi-Ethnic Britain* (TES, January 25).

The reviewer criticized the book for some "overgeneralizations". She quoted a sentence about Sikhs as "Sikhs are...". In fact, the book itself (page 13) says only "Many Sikhs are..." and is in a wider context of cultural and religious background. The reviewer's choice to leave out this "many" has turned the sentence into something which on its own does sound odd and is too sweeping.

The issue about describing communities, with all the pitfalls of "overgeneralizing" and "stereotyping", is important. In fact, I have described differences between the communities, and this is important to understanding them and the problems they are facing. I have not made sweeping "all are" generalizations.

There are social and cultural pressures, as well as historical factors, which do bear on the differences. To ignore these differences, and the background, is not a service to minority communities - quite the reverse. The 1984 Policy Studies Institute report makes the point that "organizations and institutions of British society have practices which additionally disadvantage black people because they frequently take no account of the cultural differences between groups with different ethnic origins."

Another misrepresentation was suggesting the book is "confined" to "non-white ethnic groups". The introductory sections are much broader and give a picture of multi-ethnic Britain, with immigration from all parts of the world. The section on Prejudice and Racism deliberately deals with the roots of that as a whole. The decision to add a special focus on the non-white

minorities is very much positive discrimination.

The reviewer is worried that points made about West Indian families and illegitimacy will reinforce a stereotype about black "fecklessness". The book carefully details the historical disruption of families during slavery to show that there are historical reasons why the rate of illegitimacy and single parenthood is somewhat higher among West Indians in Britain (than the overall population). This is how you combat a myth that is somehow due to sheer "fecklessness".

The reviewer quotes this sentence as showing the book is not meant for black pupils: "Depending on where YOU live, you may be much more or less likely to meet and know people from non-white ethnic minority groups." In fact, that sentence is as appropriate for a West Indian who may or may not be meeting people from Bangladesh.

As about 95 per cent of the country's pupils are "white", it is not "Anglo-centric" to assume most readers of the book will be white. The challenge is to produce something which accepts that most readers will be white - and yet is appropriate for black readers as well. This particular book is as much for non-whites as for whites. The images of blacks as positive, assertive and helpful to the self-image and self-understanding of minorities. This "publishing for both whites and blacks" is an added complexity for authors in this field.

The reviewer has said I "believed" my book to be "anti-racist in effect as well as intention". May I just correct this by inserting the present tense. I still do hold this firm belief.

NANCE FYSON
2 Church Avenue
London SW14

Black and British

Sir - I am a West Indian and I am writing in response to your front-page article ("West Indians still pass fewer exams", January 25). I was born in the West Indies and came to England at the age of 11. Yes, I did have difficulty in passing English exams although I have now passed all I need to or want to.

But who are these West Indian children who are experiencing difficulties? In which island were they born? When did they come to England? Your article refers to black children of this country and the educational system must acknowledge responsibility for their failure.

Shall we ever see this system recognize that there is a group of people who are black and brown and who are British? There were, after all, thousands of black British in Eli-

zabethan times. How many more articles are to provide whitewash such as this?

Articles which label black and brown British people as West Indians will prevent the black English population from feeling accepted and illustrates all the underlying racism which West Indians and black British meet daily.

My parents could return to their West Indian island and prosper. I doubt if I could do so. "West Indian" as I am. My son could not expect his mother's island to accept him, any more than West Indian boys of his age would now be accepted as permanent settlers in Britain.

TERRI CAREY
Headteacher
Lilian Baylis School
Lollard Street
London SE11

REVISED INTEREST RATES From 1st February 1985

Type of Account	Net P.A. %	Gross %
ORDINARY INVESTMENT	8.00	11.43
BULLION SHARES	9.40	13.43
MONTHLY CONTRACT	9.00	12.86
FIXED TERM SHARES		
3 Years	9.00	12.86
5 Years (Closed)	9.50	13.67
DEPOSIT ACCOUNTS	6.75	9.64

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Crossed wires

Neville Palmer looks at the tangle of vocational education

When I was a child, I learnt the principle of the cat's cradle. With one piece of string you could weave the most intricate, delightful and, overall, homogeneous patterns. If you started with more than one piece of string, or failed to tie your first loop firmly enough to keep the loose ends together, you were heading for trouble. Developments in vocational education seem to be heading inevitably for the same entanglement.

Consider the following strands:

- The traditional CSE, O level, CEE, A level; convertible currencies in the job market which have always been to some extent vocational, especially where they led to such degrees as medicine, law and engineering;
- The CPVE one-year full-time post-16 course, "equipping young people with basic skills, experiences, attitudes, knowledge and personal and social competences required for success in adult life, including work";
- The Youth Training Scheme "to provide... a better start in working and adult life through a programme of training and work experience";
- The TVEI 14 to 18 package, assessed through GCE, CSE, CPVE, RSA, BTEC and CGLI, and even allowing for YTS placement and certification where entry to a trade is by that route.

The strings set out, the tangle begins. Enter Sir Wilfred Cockcroft, £1.25 million, and the Secondary Examinations Council, with a board of 19 members and very pretty notepaper.

"Dear Sir Wilfred," writes Sir Keith Joseph, in May, 1983. "The council has been established to promote improvements in the system of examination and assessment in England and Wales which are designed principally for pupils in secondary education."

At this point, the string is straight, but, in the very first meeting of the Secondary Examinations Council, five days later, a kink appeared in it. "Members noted that many schools would soon wish to offer courses leading to the new CPVE qualification and that it would be... undesirable... to consider 16 plus and 18 plus examinations in isolation from this qualification."

"I am sure that the Joint Board for CPVE will acknowledge the importance of effective liaison," Sir Keith replied. Moreover, on January 6, he told the North of England educational conference at Sheffield: "The CPVE is intended to redress the balance for those sixth-formers who are not



representative of the Secondary Examinations Council, and there appears to be no Joint Board representation among the 19 SEC members. Obviously the cradle has not only collapsed but is in danger of strangling the cat! Where does order lie? Jack Mansell (TES, January 25) saw a solution in the "tuning up" of the FE system, but seemed to see it as a discrete unit. This ignores the fact that both vocational and pre-vocational education exist in schools where they succeed because of the long history of supportive education which has easily encompassed the growing emphasis on counselling and because many schools now have represented among their teaching staffs men and women who have retrained from industry.

None of this assumes that similar successes do not accrue to colleges of further education, for, of course, they do. The inefficiency lies in the separateness of the institutions. There are links between colleges and schools, but these are limited and limiting since they are "one-off" arrangements rather than intrinsic.

As space becomes available in schools, and before colleges become inundated by reluctant, debt-denied YTS conscripts, surely there is an argument for federation, where local schools deal with local training needs in numeracy, communication skills *et al*, and college workshops provide the skill training; where staffs are interchangeable; where a sequential, 14 to 18 package can be envisaged using the best expertise available; where community and industrial links can be used to create a coherent and cohesive system of education and training for young people and where efficiency and cost-effectiveness are out of skilful use of existing resources rather than a civil service solution of reinventing the wheel through reorganization?

Perhaps the remedy for the divergence of disparate development is not central coordination through unwieldy committees. Rather it lies always has done, in the proper selection of appropriate courses, the determining of prospective paths best suited to the needs of individual students and the proper analysis of objectives and outcomes. To create the patterned cradle the various strings need to be tied together - and the secret is that the pattern uses the string rather than being created by it.

Elsewhere, GCE and CSE boards have reintroduced their CBE, and the Royal Society of Arts has accused the Joint Board of too great an interest in entrepreneurial profits. Of the 26 members of the Joint Board only one is a

Neville Palmer is head of George Stephenson High School, North Tyneside.

Innovation without change

The plans to prepare teachers for the new GCSE are ill-timed, out of date and inadequate, Roger Murphy argues

are thought to be desirable, such as the training of their colleagues by those teachers who attend the courses, the development of special components in initial teacher training courses, and follow-up activities after the initial round of meetings, but no funding is offered for these.

In the present climate it is inevitable that the resources allocated to the exercise will come under immediate scrutiny. Already the teacher unions have expressed concern at the amount of additional work that will be expected of teachers who attend the training sessions, including the training of their colleagues when they return to their schools.

Many local education authorities are going to be put under considerable financial pressure. They will have to find 30 per cent of the cost of providing supply cover for the teachers attending the training courses. In order to take advantage of the 70 per cent grant, they may have to direct the whole of their in-service resources to GCSE for many months.

Similarly, the examination boards are likely to run into difficulties when they attempt to organize a training programme of such magnitude with the meagre resources they have been allocated. On a broader note we might also wonder where such large numbers of supply teachers will be found and what sort of impact such disruption might

have on pupils as they approach the final months of their current examination courses.

Perhaps more serious still is the very narrow and out-dated model of in-service training upon which his programme has been based. The idea of herding large groups of teachers into lecture theatres and teachers' centres to watch videos and listen to lectures about the new GCSE examinations would hardly seem to be the best way to address the needs that they will undoubtedly have.

The new GCSE syllabuses will, in many cases, require courses to be altered, teaching methods to be reconsidered, textbooks to be changed, and new assessment skills to be acquired. Such a radical reorganization of a large element of the teaching that goes on in secondary schools will undoubtedly require in-service support, but unless that support is focused on schools and classroom practice it is likely to be less than helpful.

There is going to be a clear need for sustained and detailed school-based in-service work; allowing subject departments to prepare themselves for a period of change. Sadly, the present proposals look as though they will not do much more than provide the examination boards with an opportunity to communicate to teachers the size of the problem with which they will be faced.

We just aren't going to be ready to carry out effective in-service training for the GCSE in the first half of 1986

Roger Murphy works in the Assessment and Examinations Unit, Department of Education, Southampton University.

Jobs for the other boys

Martin Loney argues that unpaid community service for the young unemployed could reduce their chances of a real job even further.

The attraction of a national programme of community service for unemployed young people is obvious. It offers not simply a worthwhile alternative to idleness and demoralization but also to harness the energy of youth to tackle social problems.

In 1981 the commission on Youth and the Needs of the Nation, now more snappily titled Youth Call, launched its first manifesto in favour of a national scheme of full-time community service for young people. At the time the Commission's chairman, Kent social services director, Nicholas Stacey, said that the arguments over whether such a scheme should be compulsory or voluntary were "evenly balanced". Today the talk of compulsion has all but disappeared though clearly within any programme there would be incentives to participate.

The continuing increase in youth unemployment, backing from a range of politicians and finance from the National Westminster Bank, the Carnegie Trust, and the Gulbenkian Foundation, have ensured the survival of Youth Call. Today 40 per cent of the unemployed are under 25, including more than half a million young people who have never held a job. However, in spite of growing unemployment and Youth Call's wide-ranging campaign, only the SDP has given clear support to a national youth service programme.

The latest attempt to mobilize support is a report from Professor David Marsland of Brunel University, a long-time advocate of youth service and a critic of the allegedly excessive level of current youth wages, is also assistant director of the right-wing Social Affairs Unit.

Marsland estimates, on the basis of visits to a small number of areas, that in health, social services and education more than 300,000 full-time volunteers could be used. Substantial further scope for service is seen in urban renewal and conservation programmes, housing, transport and leisure provision.

Youth Call's claim to have identified a useful means of harnessing the energies of the young unemployed and counteracting their alienation needs to be considered against the potential draw

backs of any large scale voluntary service scheme. Marsland asserts: "No job substitution of any kind or degree is presumed". Youth Opportunities Programme and more recently of the Youth Training Scheme. In both cases job substitution rapidly emerged as central to employers' response to the programmes. Indeed, it has been suggested that the latest rise in unemployment statistics may in part reflect the loss in permanent jobs consequent upon the expansion of YTS.

Marsland's estimates of the number of places available for full-time youth volunteers also raises questions of the quality of the places available, the adequacy of supervision and the suitability of the volunteers to the proposed tasks. This is clear from his proposals for deployment in the education service.

In one case study he cites a primary school with 150 children and seven staff, who already have three girls from a scheme which offers work experience for young people still at school. Marsland suggests that his discussions have revealed the need for five full-time volunteers though he believes in reality that there is "room for double the five they'd take". What qualifications this influx of youthful unpaid assistants would bring to their task is unclear, not surprisingly perhaps since the precise role of this new contingent is vague.

In secondary schools Marsland sees an equally important role for young volunteers. For example, in a community high school, "mums" groups are at present serviced by teaching staff; they could be relieved of much of this work very effectively by young people. Quite how untrained young people, with no experience of parenting or working with children can in any way make a contribution to a "mums" group commensurate to that of a teacher is not spelled out.

In social services, where the tradition of volunteering is more firmly established, the problem of job substitution is immediately apparent. Here Marsland envisages young people *inter alia* working in residential establishments for the

elderly, engaging in the full range of tasks from "basic physical care to relational work". The insistence that such volunteers will be additional to the establishment scarcely comprehends the reality of staff planning and provision in a situation of resource scarcity. If the staff of a home can be increased by a third, as Marsland proposes, with no job substitution and with existing employees still fully occupied we must ask what the current quality of care is and whether there is not a case for an expansion in permanent staffing.

The stress on the scope for much greater involvement of young people as full-time social service volunteers not only threatens to reduce the pressure for the creation of permanent employment in these fields, it also presumes that young people are suitable service providers. Clearly, many adolescents will bring a degree of maturity and sensitivity to these jobs but others will simply be grossly mismatched.

A study of the experience of Task Force and the Young Volunteer Force Foundation, both organizations which sought to encourage deprived young people into community service, found that the needs of the young and the older members of the community were not always compatible. From that emerged "the quiet recognition that the involvement of the working class, non-academic youngster, in voluntary community service is problematic; and there is a discomfort at even having suggested that the young and old of disadvantaged communities might meet their respective needs through meeting each other".

Task Force and YVFF were relatively small programmes but before any national scheme is launched such experience needs to be taken more seriously. The major case against Youth Call is not the superficiality of many of its proposals - but rather in the larger implication for the relationship between youth and the labour market and between paid and unpaid work. Officially Youth Call has denied any intention to encourage job substitution but how the annual provision of one million unpaid public and voluntary sector workers could have any other effect is unclear.

The displacement of youth from the regular labour market becomes more marked when it is borne in mind that the scheme is seen as additional to the existing YTS.

Sir Hugh Fraser, the Conservative MP, and one of Youth Call's backers was more honest about the economic implications of the scheme in an article in *The Times* in 1981. He wrote: "The cost of rehabilitating housing, sewers, railways and industrial dereliction would run to thousands of millions of pounds and at going rates for unorganized labour are unlikely ever to be swiftly or effectively undertaken by any government elected by tax payers. Yet undertaken these tasks must be... Purposeful national service must ask youth for sacrifice".

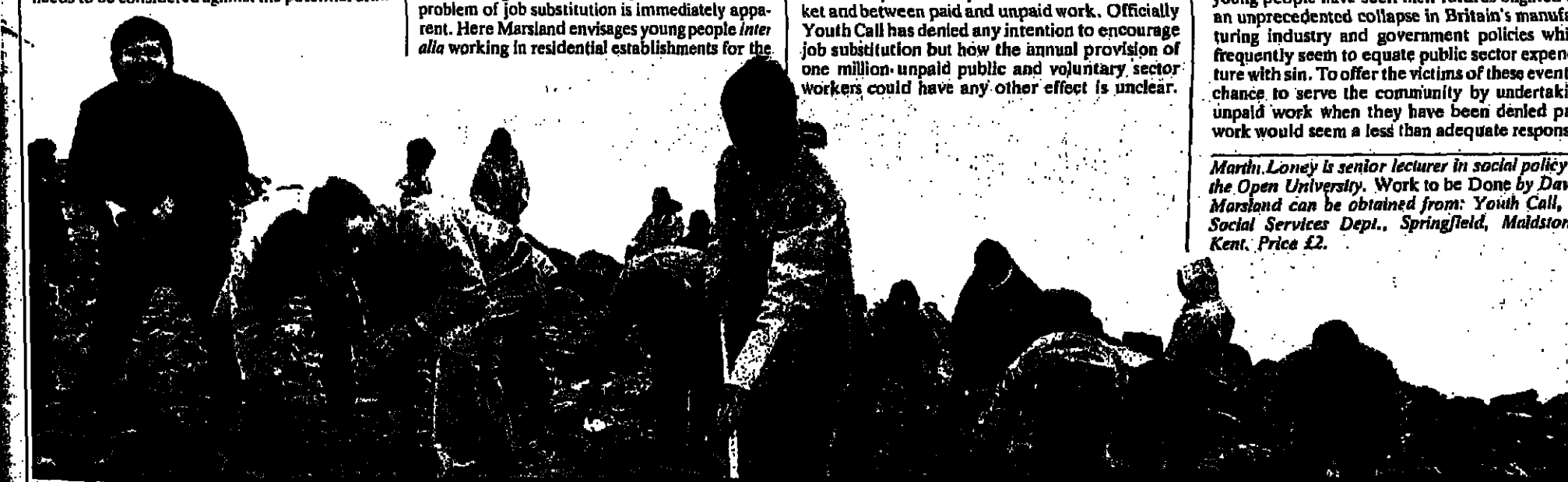
Subsequently, Sir Hugh followed this with a motion in the House of Commons specifically calling for a scheme of "under-compensated publicly useful service". The question as to whether the nation can afford the projects which Sir Hugh mentions is, of course, a political one involving decisions about appropriate size of the public sector as well as about relative priorities - for example between defence and health and social service.

There is no *prima facie* evidence that Britain could not spend more on social expenditure. The latest OECD figures for 1981 show that far from being one of the leaders in social spending the UK spent 24.9 per cent of its gross domestic product on social expenditure as compared to 29.8 per cent in Italy or 31.5 per cent in Germany.

Schemes of community service for the young will reduce the pressure for increased expenditure on public services and hence further exacerbate the problem of unemployment. They confuse the need to encourage community service throughout society and across all age groups and social classes with the need to tackle youth unemployment.

In the past four years the number of recruits into apprenticeships has fallen from a record low of around 100,000 to 40,000. Academically gifted young people have had their chance of a university place seriously jeopardised by cutbacks. Other young people have seen their futures blighted by an unprecedented collapse in Britain's manufacturing industry and government policies which frequently seem to equate public sector expenditure with sin. To offer the victims of these events a chance to serve the community by undertaking unpaid work when they have been denied paid work would seem a less than adequate response.

Martin Loney is senior lecturer in social policy at the Open University. Work to be done by David Marsland can be obtained from: Youth Call, 90 Social Services Dept., Springfield, Malden, Kent. Price £2.



Working to rule

Restrictions on FE for the unemployed should be lifted says Geoff Lawler

THE 21 Hour Rule is primarily a compromise measure which allows the unemployed teenager to study but at the same time to be regarded as still available for employment. Obviously, within certain limits, the rule has much potential for those teenagers who lack the relevant skills for employment. However, investigations into the extent to which the 21 hour rule has been utilized have shown often the opposite to be the case. A rigid ceiling of 21 hours' study a week, it seems, creates as many problems as opportunities.

The rule has suffered from not only confusion over changing regulations but also from differing interpretations. Since its beginnings, it has had poor publicity and has been severely hampered by lack of cooperation between the Department of Health and Social Security, local education authorities and schools and colleges. The benefits of part-time study for the young unemployed have been obstructed by bureaucracy and over-emphasis on specific requirements, such as the number of hours spent on homework.

Almost two-thirds of educational establishments answering a questionnaire complained of the extra bureaucracy involved in, and the lack of money for, part-time courses. For many further education colleges, the 21 hour rule in practice has meant condensing existing full-time courses or part-time attendance on a full-time course.

Receiving less than the full amount of tuition,

such students are frequently therefore limited to only the bare essentials of the training course.

The system seems actively to discourage the unemployed teenager from maximizing his chances of future employment. The rationale behind a time limit of 21 hours a week after a three month qualifying period is to safeguard the DHSS from financing the student who is interested in higher education for its own sake, rather than as a constructive alternative to employment.

The concern of the DHSS to distinguish between the two groups (the serious student and the serious job hunter, in further education) ignores the fact that further education is not a permanent alternative to employment but a fairly temporary option usually seen as a means to an end.

The 21 hour student must be available for employment. If, however, a job does come up it is more than likely that the 21 hour student will be obliged to give up his studies. What difference,

therefore, does it make if he or she must give up a training course that lasts 21 hours or 40 hours a week?

Any conflict between the notion of remaining available for employment and finding useful occupation while unemployed is not necessarily reconciled by imposing a specific time limit such as 21 hours. The difference between "serious students" and "serious job hunters" is also not necessarily determined by the number of hours spent in study each week. Usually the number of hours a student spends in higher education or training reflects the importance he or she attaches to achieving a good qualification. On that count the youngster keen to get a decent job should be the most anxious to work hard and do well.

Enforcing a three month qualifying period is another method which may reduce the danger of teenagers signing on for paid education but it also obliges many school-leavers to waste time for a further three months after the end of the summer.

This issue is part of the dilemma of youth

unemployment. Is part-time study or a special training programme like YTS to be seen as a temporary crisis measure or as the normal route for all young school-leavers into the labour market? Are teenagers on YTS perceived as cheap labour trainees to be paid on a similar basis to undergraduates?

The Government has recently taken the first step in exempting post-YTS trainees from the three-month qualifying period. As post-YTS trainees have, by attending a training programme, proved their commitment to finding employment, surely the Government should give its full support in allowing these teenagers to continue full-time training to enhance their prospects of a job further. It would also provide even further credibility for the scheme and help avoid some of the disillusionment that some YTS graduates feel.

If we are to have the skilled workforce that we will need in the future the Government should expand all possibilities for development of skills rather than restricting them. It should give the young-unemployed the opportunity to develop their potential by allowing them to use their time in a manner that is constructive for them as individuals and, in the long run, to the country as a whole.

Geoff Lawler is the Conservative MP for Bradford North, chairman of the all-party Parliamentary Group on Youth Affairs and joint president of the British Youth Council.

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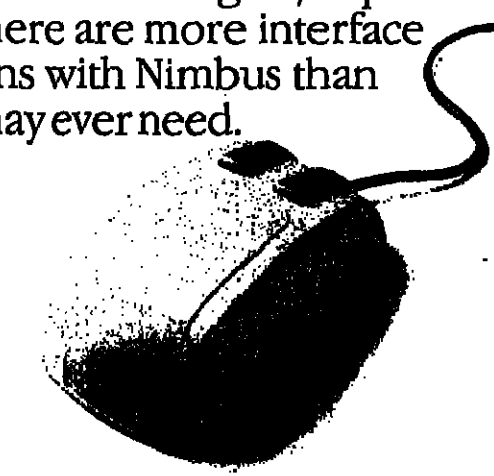
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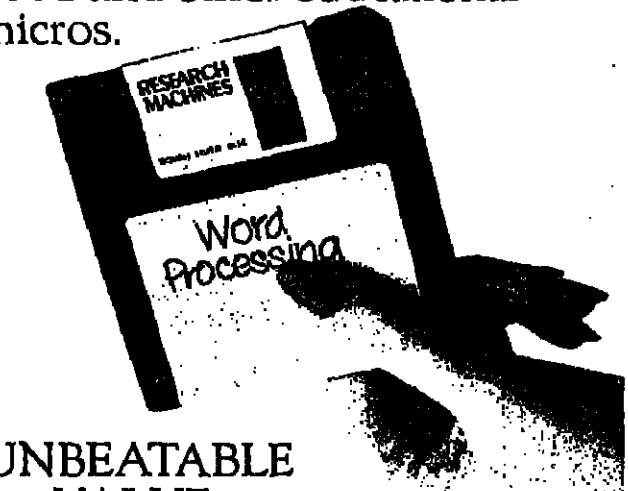
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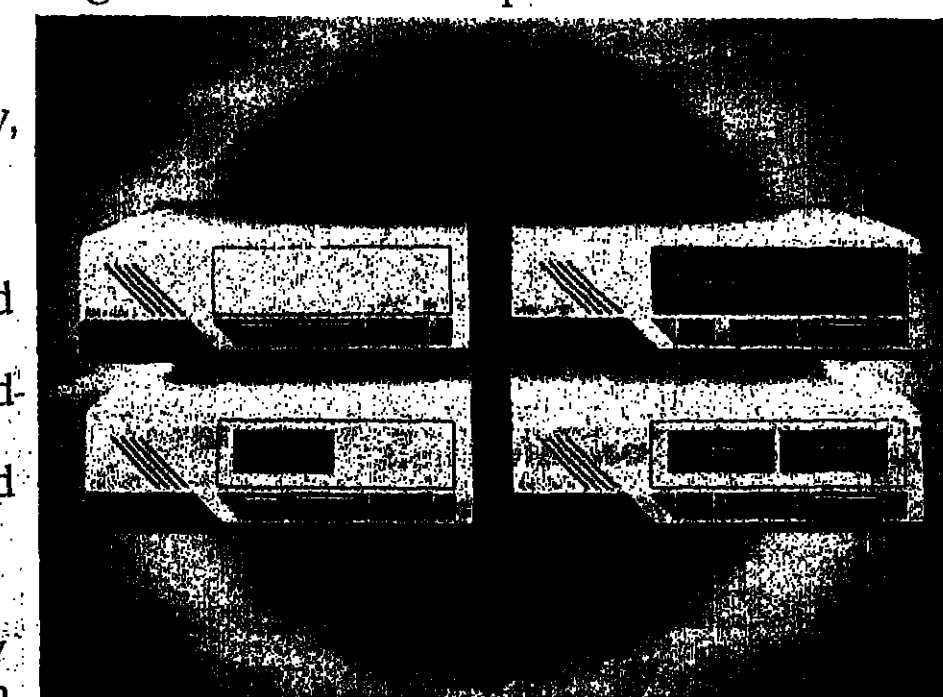
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History as Evidence. Prehistory. By Keith Branigan. Ancient Egypt. By Rosalie and Antony E. David. Kingfisher Books £3.95 each. 0-86272 090 7 and 091 5.

Egyptian Mummies. By Barbara Adams. Shire Egyptology 1. £2.50. 0 85263 699 7.



HISTORY

On the colourful cover of *Prehistory* shaggy, skin-clad hunters, crouching among birch trees, loose off flint and bone-tipped arrows. The target is a wounded elk, chased on to the ice of a frozen lake. Such a picture might decorate any textbook. The difference is that this particular elk actually died near Poulton le Fylde around 9000 BC. The story and its setting have been reconstructed in careful detail. The clues are in the gashed bones, the winter antlers, the associated weapons, the pollen deposits.

History as Evidence is an attractive series. Well-known scholars provide lucid and reliable information and explain the sources of their knowledge; in both the present books there are primarily material remains. Colourful photographs and precise, informative reconstruction paintings

clarify and expand understanding. Each author faces a problem of selection, and omissions inevitably limit the books' value for reference purposes. Save for those late Lancastrian hunters, Keith Branigan neglects two thousand millennia of Palaeolithic evolution. Indeed, he rather ostentatiously ignores the whole three-age system, though the Iron Age does sneak into one caption. There is no attempt to chart progress, and the impact of Man's discoveries of farming and metalwork is barely hinted at. The story is told through the evidence of 10 sites scattered through Britain and Europe. They come in no particular sequence, and we leap from the remarkable Biskupin to Heatherly Burn and then off to a far earlier Ukraine.

The Davids cram more in, again eschewing chronology and dynasties.

British museums are well stocked with Egyptian loot. This, and the abundant evidence of Egypt's monuments, paintings, papyri and excavations, bring to life many aspects of life by the Nile. Few sites are studied in detail, though the town of Kalah, uncovered by Flinders Petrie, comes as a welcome surprise.

Rosalie David has herself contributed generously to a recent spate of books and tele-documentaries on mummies. She describes briefly their value as evidence for life, beliefs and technical skill, and this is expanded to cover disease, medicine and family relationships in Shire's first venture into Egyptology. Barbara Adams packs her little book with intriguing details about the development of the embalmers' skills and the ritual surrounding them. The more ghoulishly minded first-formers have always enjoyed the graphic descriptions in Hierodotus, and here they can find a few more clinical details; though they will have to hunt through a dense text and unappetizing photographs. And they will learn that Ramses III still serves a useful purpose as model for all those horror films that send them bleary-eyed to school.

Tom Corfe



Shinto priests in Japan are featured in *Religion in History* by Alan Blackwood (Wayland's Picture History series, £4.95). This title and *Schools in History* are the latest in a long-running series which includes *Clothes*, *Transport* and *Warfare* and which takes a full page plate as the starting point for each topic.

Spoilt for choice

Essential Mechanics for A level. By D J Simmons and P E Nunn. Nelson £6.95. 0 17 431281 4.

Mathematics - Mechanics and Probability. By L Bostock and S Chandler. Stanley Thomas £6.95. 0 85950 141 8.

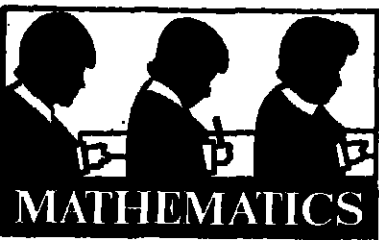
Additional Mathematics. Pure and Applied. By R P C Forman. Stanley Thomas £5.95. 0 85950 150 7.

Applied Mathematics, A Level. By C A Bishop. Elektra Educational. £5.95. 0 946830 00 2.

Several kites have been flown recently in attempts to determine whether there is any possibility of rationalization of textbook publication. Commercial enterprise (and competition) suggest that the omens are not favourable. Yet the multiplication of books on the same subjects and for the same range of courses cannot but be deleterious to the prospects of most of the newcomers. Mathematics texts are a good case in point.

Here, as one instance, are four volumes, each well conceived and executed, which all serve a similar market. No doubt their authors and publishers would assert that they are by no means identical and that there are considerable variations in their content and its treatment. They would be right, but that does not mean that schools will buy sets of all of the titles. Economics and common sense dictate otherwise.

Even if funds permitted, teachers must decide which of the four books most nearly matches their own scheme of work, and whether that chosen is superior for their purpose to the book requisitioned several years ago and which now must be re-ordered or



MATHEMATICS

replaced. Even if it is presupposed that these four texts are the only options available (and of course that is far from the case) then the likely sales of any one of them can only be of the order of one-quarter of what they might have been had the other three not appeared at about the same time.

There is another side to the argument, that artificial cartels could work to the disadvantage of schools, limiting choice and stifling initiative, and maybe there is more than a touch of the devil's advocate in the notes above.

Even so, it is a matter of regret that none of these excellent books may achieve the sales it deserves.

The Nelson title comes from the deputy headmaster and the head of mathematics at Watford Grammar School, noted for decades for the quality of its teaching and the achievements of its pupils. It concentrates on work complementary to that of the core syllabus of most A level programmes, and it has been written with the recommendations of the Cockcroft report in mind. A preface reveals the good sense underlying the approach. It suggests that "modelling a physical situation mathematically is a major problem" for beginners, so that many worked examples "demonstrate different styles and methods of solution".

F W Kellaway

In brief

A Dictionary of Mathematics. Edited by J Glenn and G Little. Harper & Row £6.95. 0 06 318 292 0.

Difficult decisions facing any compiler of a mathematics dictionary include those of selection of material and assumptions about levels of attainment of potential users. The authors of this new dictionary acknowledge that their first complete 'draft' was longer than the publishers wished, so that deletions included many elementary entries, diagrams and 'incidental' information included for its interest.

The result is most likely to benefit sixth-formers and those in early stages of post A level work. They will find lucid, accurate (but generally brief) explanations of most terms they are likely to encounter in their studies.

The vocabulary of the main branches of mathematics is adequately represented, though with computing science deliberately excluded.

Some 2,500 items are dealt with, in alphabetical order and with sensible cross-references. Concise biographies of leading mathematicians are helpful, while appendices explain SI units and a wide range of symbolism.

ST (P) Mathematics. By L Bostock, S Chandler, A Shepherd and E Smith. Stanley Thomas Pupils' Book 1 £3.95. 0 85950 149 3. Pupils' Book 2 £3.95. 0 85950 174 4.

Progress in Mathematics. Book 1G. By L Murray. Stanley Thomas £3.95. 0 85950 171 X.

Two new series from a publisher currently much to the fore in the field of mathematical books offer alternative treatments of secondary school work. To judge on the basis of the introductory volumes (material taking the course through to fifth-year level will appear in 1987, 1988 and 1987)

Photographs and diagrams abound for "a good illustration is often the start to the solution of a problem. Students must be able to visualize a problem before they can solve it".

Messrs Bostock and Chandler cover much the same ground in a large book of over 650 pages, and with nearly 100 those pages containing additional material on probability, where the symbolism of set theory is freely employed. There are collections of multiple-choice exercises at the end of most chapters, grouped into five types so that experience in dealing with various forms of examination questions is effectively gained.

The third book emanates from Eton College and is based on a scheme prepared by members of the mathematics department there in response to the Oxford and Cambridge Board's introduction of a revised Additional Mathematics syllabus in 1980. The work has been tested in practice at Eton since then, and is now adapted and expanded to satisfy the needs of all the examining boards. As with the other volumes in the present quartet, it is not necessary to dwell on the content. They more than suffice to match the relevant syllabuses, and their accuracy and clarity of exposition are admirable.

Mr Bishop's presentation has much that calls for commendation also. It includes all that is necessary on the topic of probability distributions, adds to his text some reference material from pure mathematics, and throughout is strong on vector methods. Well-selected exercises support the worked, illustrative, examples.

Whether you agree with the educator Jacob Getzels that schools can be improved in almost every conceivable way known to man, or whether you think that at least some of them are really not all that far off course, the idea of school improvement must be accepted as an abiding and important aim. *Alternative Perspectives on School Improvement* edited by David Hopkins and Marvin Widen (Falmer Press £5.95. 905273 81 8) and *Alternative Education Futures* edited by Clive Harber, Roland Meighan and Brian Roberts (Holt £6.95. 03 910518 0) take a broadly similar view of the way schools should develop. They emphasize the idea of learner participation, the use of other learners as resources in learning through discussion, and the need for teachers to regard themselves as facilitators not authorities. Authority is a vexed question; there is a dislocation between the ideal of democracy in the state and the traditional hierarchical structure of many schools. Not only is the hidden curriculum almost invariably authoritarian, but parents, while adopting democratic attitudes to their children at home, apparently expect and support this. Clearly society must sort out its values.

Alternative Education Futures describes also some alternatives to traditional schooling, including variations on home schooling and the idea of "flexi-schooling", which means combining a certain amount of school attendance with correspondence texts and resources. It additionally emphasizes the importance of INSET being school-based and supported by head teachers, and the need to resist orthodoxy and maintain diversity.

Several of these ideas are echoed in *Education 2000*, a "consultative document on hypotheses for education in the year 2000" (Cambridge University Press £5.95. 521 27821 X) which was written during a working conference held in 1983. The participants, who came from many areas of life, emphasize education for the future as a community concern to which everyone, regardless of age, should have a continuing right. The conviction that people are the most abundant and best resource we have means that schools should be community schools open to all, with flexible hours and programmes of study.

The theorists of teacher education must look one step further into the future than the theorists of education itself. The most interesting contributions to *Change in Teacher Education*, edited by Robin J Alexander, Maurice Craft and James Lynch (Holt, Rinehart and Winston, £19.50. 03 910431 1), which charts changes since 1963, are those which deal with future prospects. Here too there is a consensus that education should be participatory, experiential, and perhaps subject to learning contracts between teachers and learners. An end should be put to the divorce in many educators' minds between knowledge and skill, theory and practice, and to the assumption that acquiring skills is in some way

A profession under pressure

Jessica Saraga on some recent books on the education industry

inferior to academic study. School education and YTS should therefore be integrated. As far as value transmission is concerned, teachers must try to foster an attitude of informed scepticism, and the demands of social cohesion must never be allowed to override cultural diversity. All this requires a radical re-think of teacher education and an awareness of the growing importance of INSET as entrants to the profession become ever fewer.

The broad areas of agreement in these plans for the future are striking. The need for more INSET without placing additional burdens on teachers in terms of time is unquestioned, but how can it be managed in the current climate? Admiration for the Open University's pioneering work in flexible and distance learning is another common theme, but the OU is currently subject to cuts so savage as to threaten its existence. It is certainly difficult to maintain either faith or optimism, as is vividly illustrated in *Comprehensive Schooling: a Reader*, edited by Stephen Ball (Falmer Press, £9.45. 95273 90 7), where comprehensives are presented as in crisis. Some of the articles give the results of research in areas of common concern in comprehensive teaching, such as gender, ethnic minorities, and mixed ability. Others catalogue the

experiences which have led to a decline in morale - the compromises forced upon schools right from the start, the divisive polarization among teaching staffs into managers and managed, continuing adverse publicity and criticism in the media, and the constant eroding effect of lack of career rewards and dwindling resources.

With a government notoriously lacking in commitment to the comprehensive ideal, and determined to divert money out of the public into the private sector in the form of assisted places, morale is likely to sink lower. Perhaps teachers should pay heed to Professor Dennison in *Choice in Education* (Institute of Economic Affairs, £2.50. 255 36176 9), who has discovered that cuts don't matter as there is no correlation between expenditure and the academic results which he takes to be the sole criterion of educational success. He has produced a fairly stock party line in favour of independent education, which involves fairly stock devices such as first labelling supporters of state education left-wingers and then using attacks on the Labour party as an "argument" against them; using emotive and dismissive language ("the chimera of equality", "the myth of class"); and repeated sniping at teacher unions. But it might be easier to be convinced if the choice

he writes about were really open to everyone. Meanwhile, teachers are still teaching and some of them at least finding time for more learning, evaluation and innovation. A practical handbook which many will find extremely useful is *Active Tutorial Work* Sixteen to Nineteen by the Active Tutorial Work Development Project (Basil Blackwell, £6.95. 631 11771 7). It contains material for pastoral work in tutor groups in the form of games, questionnaires and discussions, with a variety of focus including study skills, personal skills, group dynamics, self-evaluation and preparation for leaving school. This is a well thought out programme which can either be dipped into or used as a whole.

Teachers' Classroom Decision Making, by James Claderhead (Holt £6.95. 03 910513 X) and *A Teacher's Guide to the Psychology of Learning*, by Michael J A Howe (Basil Blackwell, £15. 0 631 13577 4) will perhaps be more useful for student teachers than experienced ones. The first catalogues the areas of apparent routine where action in fact depends on constant decision-making, and suggests that more awareness of teacher thinking can help self-evaluation. The second relates research in the psychology of learning to children in classrooms, though it's not always clear how the tasks given to the subjects of the experiments described relate to the curriculum.

Learning Together by Ann Hodgson, Louise Clunies-Ross and Seamus Hegarty (NFER-Nelson £5.45. 7005 0662 4) is a careful and useful account of some experiences of teaching pupils with special needs in ordinary schools.

Sense before sensibility

The Early Nineteenth Century: art, design, and society, 1789-1852. By Bernard Denzin. Elektra £6.95. 0 582 49141 X.

Chronologically, this is the third in Bernard Denzin's planned four-volume history of taste in Britain. *The Eighteenth Century* was the first to be published, while *From the Middle Ages to the Nineteenth* and *The Late Victorians* are still to come.

The aim is to provide "a body of material written by those living at the time" who were concerned "with the actualities of the world of art". Diaries, letters, newspapers, auction records and state papers are among the diverse sources, and Denzin's sharp yet humane eye builds up imaginative selections which will go a long way to leave the meandering body of art historical theory which is so much more easily accessible on the library shelves.

"Sensibility rather than sense was to be the dominant mode of nineteenth-century English art," he writes. The newly-minted exercised their taste for pictures by living artists whose subject matter appealed to their moral fervour - that is directed at God, Nature or Man - and domestic design manufacturers, responding to popular demand

for the Gothic style, threw themselves "enthusiastically on the liturgical braid, bric-a-brac of medieval Christianity... as patterns for drinking glasses, toilet accessories, clocks and furniture". Patterns were also coming a matter for the state as well as the court, and material concerning two controversies gives one a sinking feeling of *plus ça change*. Evidence given to a Select Committee looking into the inferiority of Britain in matters of art and design reminds one immediately of the current proposals to link London art schools so they may train students more effectively for the competitive design market. And when the National Gallery, whose architect was William Wilkins, opened, the *Literary Gazette* referred to it as "the Wilkins Greek job" and lamented, among many other things, its architectural anomalies, the unfitness of its plan, and the tergiversation of the estimates.

Bernard Denzin arranges each volume so it may be "read as a continuous narrative, capable of giving pleasure and even diversion, as well as for academic profit". The aim is here well-achieved, and no item was more diverting - even though it struck a bit close for comfort - than Punch's general maxims for that fairly new and fast-increasing species, the art critic. This is maxims VI: "Never use the word

picture; say canvas; it looks technical. Never speak of a picture being painted, say rather studied or handled. The following terms are indispensable, and may be used pretty much at random: chiaroscuro, texture, pearly greys, fovy browns, cool greens, breadth, handling, medium, vehicle."

The swelling tide of art commentators also disturbed William Hazlitt. He felt that "the opinion of those few persons whose nature intended for judges" was being "drowned in the noisy decisions of snarlers in taste", and that the democratization of culture was a great mistake: "The highest efforts of genius in every walk of life can never properly be understood by mankind in general". But the prevailing view was to make more art available to as many people as possible, and when over twenty thousand queued daily to see the cartoons for the new palace of Westminster, Lady Eastlake gladly declared, "The strongest proof is thus given of the love of the lower orders for pictures, when they represent an event."

I can vouch that essays and thesauruses, not to mention reviewers, will find rich pickings here.

Paddy Kitchen

Green strength

Green Politics: The Global Promise. By Fritzjof Capra and Charlene Spretnak. Hutchinson £10.95.

Anthony Crosland told us the management-labour division would be of decreasing political importance. In Britain we have so far seen only a conventional New Centre party and some community politics, but in West Germany in 1983 27 casually dressed Greens took their seats in the Bundestag. There was argument about where they should sit, for the Greens are not a conventional party - rather, an agglomeration of citizens' movements concerned with ecology, social responsibility, participatory democracy, feminism, nonviolence and spirituality. "The Earth is our church," for inspiration they look variously to Marx, Gandhi, E. F. Schumacher, Jesus, the Buddha and Lao Tzu. They

are suspicious of living leaders, whom they prefer to rotate in the Swiss manner. So far from relishing power, they advocate not merely decentralization but smaller countries - and are thus the only West German party opposed to reunification.

Though they are best known abroad for their opposition to pershing and cruise, the Greens stand for a more radical decentralization. Despite internal disagreement over the commitment to nonviolence, most Greens could agree on a defence policy based on conventional weapons, a small regular army and a large reserve, supplemented by a programme of "social defence" - that is, civilian defence. In Stephen King-Hall - in the event of a successful invasion. If, rather against their wishes, the Greens one day form the Government, there will probably be less agreement on the domestic use of force by the State.

The one thing they all believe is that unlimited growth means the destruction of the environment. They advocate solar energy, small-scale labour intensive renewable resource pollution-free technologies shorter working hours and a cooperative structure (though private property is all right when it comes to capital over others).

The movement's best organized sect, the Marxist or "red Greens", look to the trade unions for support.

This is a book about the Greens by Americans for Americans. Dr Fritzjof Capra and Charlene Spretnak do not realize how much contemporary Greenery has in common with nineteenth-century anarchism and socialism, both of which were anti-State or how much of the Greens' ecological programme, notably organic farming, was advocated by the Nazi agriculture minister Walther Darré. It must also be said that they intrude their own views too much and provide no index. But their book affords a simple way of mastering what Greenery is about.

Why is Greenery so strong in West Germany, yet so weak in Britain? We need not bother with cultural and character differences, but with educational differences. The main reasons are the British electoral system and the fact that in the famous "limited nuclear war" West Germany would be the battlefield. The Greens' great achievement has been to make NATO rethink its reliance on tactical nuclear weapons for defence against a land strike.

Stanley Alder

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Wednesday 13th February 1985

10.00am until 6.00pm

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For further details contact Barbara Brookes Exhibition Organizer, The Educational Publishers Council, The Publishers Association, 15 Bedford Square, London WC1R 4EJ

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Once upon a time, when geese were swine, and birds built their nests in old men's beards, as hereafter they may do in mine, there was a gypsy storyteller called Jimmy Smith. He had over 20 tales that each took a whole day in telling; one was "The Castle of the Golden Phoenix, the Bottle of Eversee Water, and the Three Sleeping Beauties". His contemporaries judged him "a good hand at a tale"; he died during the First World War, unrecorded, and his tales died with him. It is a loss beyond recovery.

Those who feel that loss, and wish to make it good, have three options: scholarly retrieval and presentation of whatever can be salvaged from the wreck; creative reconstruction; revivalism. As a proponent of the first option, I was a wary presence at last week's Storytelling Festival at Battersea Arts Centre. This festival, seven days of storytelling sessions, workshops and lectures, was the brainchild of Ben Haggarty of the Storytelling Unit, one of a new breed of evangelists for the oral tale.

Haggarty is a freelance, taking his stories to schools and community functions: he is gently spoken, and moves with a considered economy that hints at his training in mime, and recalls Laurence Binyon's maxim, "slowness is beauty". What is perhaps most impressive about him is his unwillingness to become a star turn: it is, he says, "the quality of listening" that is important.

He perceives the danger of untutored egos bloating on the instant adrenalin of live performance. His focus of attention on the audience, not the narrator, is a valuable corrective to some of the more self-indulgent and theatrical of contemporary storytellers; he sees his function as giving his audience access to another world of their own imagining, rather than imposing his own vision on them.

After a lecture in which the novelist Alan Garner discussed the problems of presenting oral tales in print, one of the audience asked Garner his attitude to the new storytellers who cut off from a living tradition, were trying to make the material of tradition their own. Garner replied that he had "severe reservations, which is not to say I'm against it. I'm just saying: the time has to be served. There's no reason why an individual should not become a storyteller, but there is a mystery about it. The time has to be served. You must recognize that it is wrong. You must be able to ask yourself the question, and answer it positively - 'Nevertheless, am I right to do it?' And if you can answer genuinely 'Yes', then do it; but don't just fall in love with your voice." Haggarty silently applauded.

Garner had spoken movingly of his own debt in craft to four "masters" of strong local speech - men who had provided him with a model of pacing and expression for his own retellings. Garner described a reading beyond



Duncan Williamson telling stories to children from Falconbrook Infants School, Battersea

Slowness is beauty

Neil Philip at a storytelling festival

dialect to idiolect: the intimate unique pattern of cadence, phrasing and delivery that connects the listener directly to the mind of the individual speaker. I was reminded of Ivor Gurney's lament for the Great War soldier crucified on the wire in his poem "The Silent One": what is most missed is his "infinite lovely chatter of Bucks accent".

Garner's concern as a writer is for the shaping of speech in print, the search for a fruitful balance between "the natural voice" and "the formal page". He said, "In the written traditional story it is not enough to repeat the words as they were said. The skill is not to record the moment of the telling, to function as a tape recorder, but to recreate the effect of that moment, for the reader".

This is a problem that was interestingly exemplified in one of 1983's most exciting books, Duncan Williamson's *Fire-side Tales of the Traveller Children* (Carcanet). Duncan Williamson is a Scottish traveller, born in 1928. He is the inheritor of a rich and vital oral tradition, which following his second marriage, to Linda, a folklore researcher, he has opened to the non-traveller world. He knows endless stories (his own estimate is "over three thousand"), and is

recognized as a master narrator. In *Fire-side Tales* some of his children's stories have been transcribed and edited with scrupulous care by Linda, who must have been faced in every sentence with that tension between the natural voice and the formal page. The result is exemplary, and delightful.

It was Ben Haggarty's best achievement in this festival to entice Duncan Williamson on his first visit to London, to share his tales with children and adults. And in Williamson's low rhythmic voice, and the decisive punctuating movement of his hands, the difficulties of the storyteller without a tradition were made clear. For Duncan Williamson's tales have a meaning for him beyond the narrative content, a meaning implicit in every word: his storytelling is an act of witness to the culture that shaped him. He described how when telling stories his parents and family are real presences to him; presences that act as a control on his creativity. The transmission of the stories is important to him: they tell us "how to live in this world as natural human beings".

The discipline of feeling in Duncan Williamson's narrations cannot be manufactured. But the attempt by people like Ben Haggarty to submit to

such a discipline says something hopeful about our society: a willingness to abandon the toys of technology for the most subtle and flexible of all instruments of communication - the human voice.

Haggarty's Storytelling Festival must be counted a rousing success. There were 150 at Garner's lecture, perhaps 250 at that evening's storytelling, all demonstrating that quality of attentive responsiveness that Haggarty cherishes. Storytellers from widely differing cultures - from Africa, Asia and the Caribbean as well as Europe - exchanged tales in an atmosphere of energy and enjoyment; writers such as Garner, Russell Hoban and Jenny Koralek added their own perspectives; librarians, teachers, schoolchildren and people off the street listened and learned.

Beo-bo bend it.
My story's ended.
And if you don't like it,
Go to Wales
And get copper nails
And mend it.

The Storytelling Unit is at Priory Community Centre, Acton Lane, London W3.

Rights

Royal Court Young Activists
Everything You Always Wanted To Know About Guatemala But Were Afraid to Ask

What has strife-torn Guatemala got to do with Darren, reformed Lewisham rogue, now in the employ of a South East London McDonald's hamburger joint? The answer is not much, except that his Spanish mate Henrico got very annoyed when the manager refused to put a collecting box for Guatemala victims next to the cash register.

Twelve Spanish diplomats and 21 Guatemalans died when the Guatemalan Army and Police stormed the Spanish Embassy in Guatemala City four years ago. These figures pale into insignificance when you realize that 38,000 people have "disappeared" in Guatemala and in 1982 over 2,500 were murdered - many of them left on the street as warnings - by the military government, who depend economically on trade and investment with the multinationals like Coca Cola and McDonalds.

Although the link between Darren and Central America is a little tenuous, it's enough to give the life breath to this lightly performed play. In fact it's a series of monologues interlarded with the stories of four characters, a Mayan Indian woman, a guerrilla soldier, the haughty daughter of a rich Guatemalan businessman and a party of imaginary American businessmen. The stories are shockingly gripping and the acting is agreeably forthright. On the night I saw it at the Royal Court, the young cast was joined by Lord Avebury, the Liberal Peer who as a member of the British Parliamentary Human Rights group, has recently returned from Guatemala with some chilling stories which refute recent US and Guatemalan claims that the regime's record on human rights is improving.

Everything You Always Wanted To Know About Guatemala is available for booking until the summer. Telephone Carin Mistry 01-730 5174 for details. *Blister and Gravel: The Report of a Mission to Guatemala by the British Parliamentary Human Rights Group* available, price £1.80, from CAHRG, 20 Compton Terrace, London N1 2UN.

Nick Baker

A L Rowse's collected Preface to Shakespeare's Plays have now been published by Orbis at £10.00; some have been revised, and new material has in some cases been added. Together they form a critical adjunct to *The Annotated Shakespeare*.

True revivals - and a travesty

forebears with poignant directness.

The Nativity opens with a Northern Long Dance and God (Brian Glover), riding high on fork-lift, commands Creation forcing wary respect, inviting collusive laughter. More laughs at Lucifer's fall - his fork-lift drops suddenly. Then wonder at the Maypole of Creation, the emergence of Adam (Stephen Pether) in the first of his five astonishingly truthful characterizations, the dance of the Cornish Padstow Hobby-Horses.

Cloth-cooped, in braces, God advises Noah on Ark-building: done to the Entry Of The Gladiators and almost with the help of umbrellas magic from simple effects keynotes the production. So to the deeply moving (naturally humorous) Abraham and Isaac play within a ring of aproned butchers sharpening knives circling the chopping-block, the tension of which is broken by a traditional Sword Dance forming a Star of David which becomes Bethlehem's star when required. All ends with a Round Dance taking in the audience.

The Passion is harder work for actors and audience, but none the less satisfying: Jordan's flood is magically captured in a rippling sheet which folds around Jesus and John at the Baptism. The Blind Man's healing leads to the plot against Jesus by Caiaphas (Irish-

cally played by Brian Glover) "God" and Pilate (Robert Stephens out of tune in this company). Christ's sufferings stun us, silent: the story is ours. *Doomsday* (the trilogy's new production) starts in a marketplace, ends at the universal Assize. A Houdini box miraculously suggests the Easter tomb; face torches, Hell's darkness at the Harrowing; the universe revolves at the Judgement. Overwhelming, delightful, *The Mysteries* is a glorious evocation of England's past links with history, religion, literature and drama. The enjoyment of the children present showed how dramatic fables overcome difficulties in an unmodernized text which speaks from its age to ours in authentic accents.

Authenticity informs *Waste*, finely acted under John Barton's sensitive direction. Granville Barker takes as his theme the waste of a brilliant atheist politician (Trebbell) as a reforming cause - C of E disestablishment. An unimportant adulterous liaison leads to a fatal abortion. Ironically he wants the child; unexpectedly he commits suicide. To stage such things was impossible in 1907, so this is the play's first production. Characterization, language, argument are all splendidly handled and Act 3 is a devastating exposure of political expediency which rings true today. Poli-

tics is still "the art of the possible", and men and ideas remain expendable. That is the shocking reality of *Waste*: not the sexual elements (which may ruffle us). If the purpose of the revival is to remind/warn of its good, But will the point be lost in so charged a play so prettily presented?

Presentation is all in Richard Eyre's production of *The Government Inspector*. John Gutter's grandiose design (overblown, flies on mountains of (overblown) papers) overcompensates the play as if to compensate for the apparently minuscule acting ability of Rik Mayall, who offers *Kilnsham* composed of empty comic tricks, physical and vocal. Deservedly a popular choice for amateur and school production, *The Government Inspector*'s satirical bite is lost in a welter of comic business born of a funny attempt to make it funny. It is funny, and serious too. In Adrian Mitchell's excellent version which the NT production takes as its text.

John James

Two new additions to *The New Grove* library have just appeared: *Italian Baroque Masters* £9.95 and *Modern Masters* (Bartok, Stravinsky, and Hindemith) at £8.95 and £4.95. Each volume in this useful series consists of biographical, critical and musical sections, by leading scholars.

LINGO competition results

Report by W T McLeod

First a wondering salute to all those who patiently slogged through the successive instalments and sent in completed entries; and a word of thanks to those who were kind enough to say they found the experience enjoyable.

With one exception, Parts 1 to 4 were clearly on the easy side for the verbal dexterity of TES readers. Everyone performed creditably in Part 1, with several readers showing they knew that cats that were swung on board ship were not of the feline variety. After some hesitation we decided that posh had to be allowed, though the popular theory that it comes from a request for the best cabins on the UK-India run (port out, starboard home) is supported only by its own quirky ingenuity.

Part 2 was notable for the frequency with which some words reappeared and for the number of nearly identical sequences - Is there a supply of them out there somewhere? The clues for Part 4 were too helpful and everyone identified *flagpole*, *lambourn*, *virginals*, *harmonica*, *clarinet*, and *accordian*, refusing to be diverted by *tambourine* and *clarinet* - but just wait till next time.

Part 3 caused some problems. Not many got the last two items. The answers were: *tab, trunk, pipe, post, bolt, race* (bolt flour, bolt of cloth, bolt of lightning, bolt upstairs;

and tide race, race of pigmy hippos (=subspecies, mill race or ball race, authors as a race). In the end we thought it fair to give half a mark to two fairly frequent tries of *split* (for *bolt*) and *stream* (for *race*), though neither fits perfectly; and to accept a total of five marks out of six.

The introduction to Part 6 commented that it was far from easy to invent a satisfactory new word, and so it turned out: the standard of invention in Part 6 was markedly below that shown in the definitions supplied for Part 5. These, however, provided numerous treasures, including some that were just a little too real for comfort.

amplular ... adj. 1. intricate, confusing, and hence misleading. 2. *About, about, and in and out in amplular coils they moved.* S T Coleridge.

chreasi ... n. primitive technique used by the British in India in field campaigns in the 19th century. They moved almost daily from camp to camp, the risk of disease aggravated by the use of chreasi.

glatchy ... adj. Brit. informal, used of roads on which fresh snowfalls conceal a treacherous icy layer beneath [glatch dial. variation of OE *glac*]

frange ... adj. (orig. U.S.) given free pasturage (a recent contraction in accordance with EEC regulation rationalizing agricultural nomenclature) from *fringe* - cf. *fripe* (fresh, ripe), *Gollicious* (Golden Delicious), *dountain* (butter mountain), *dodo* (door-to-door delivery, esp. of milk).

fripe ... n. usu. pl. (M.E. from Old Norse *frípa* to pinch) 1. small articles stolen by children. 2. a mound of such articles awaiting collection. 1. *Cor, jus' luke a dem fripes.* Miss Blease (1983-84). 2. *Behold the flowery fripes of spring.* Disraeli, *Pamela*.

glatchy ... n. butter unpleasant to the taste because the cow has eaten wild garlic (Dorset dial. orig. uncertain - perhaps invented by Thomas Hardy) - *She be as ill-favoured as glatchy.* Hardy, 1888.

robotulate ... adj. unhealthy flushed ... [Gk, *rho*, red + Lat. *botulus*, a sausage] - *Ben Jonson was as robotate as one who hath eat a moulty pie.* Henslowe, 1600.

amplular ... n. a difficult movement in classical ballet requiring asymmetrical arm and leg positions ... [Lat. *amplularis*, drunk] - *Pavlova was the only ballerina I ever saw do amplulars*

not looking like a brain-damaged octopus. Shaw, 1915.

enchrastic ... adj. (German 1914; Eng. 1919; from Fr. *en* - putting in or on + Lat. *cras*, *crastinus*, of tomorrow + *tic* from Gk - *tikos* in the manner of) (of reports, etc.) completed or submitted after the deadline. Originally bureaucratic usage (cf. Max Weber, *Die Enkrastik-mus bei der deutschen Bureaucratie in der Industriellen Revolution*, Berlin 1914); adopted by academic circles in England late 1920s; use restricted since ca. 1947 to such institutions as continue to regard enchrasticism (q.v.) with disapprobation.

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After much deliberation, we have concluded that the first and second prizes should be divided equally between Mr R D Everest-Phillips and Mr M J Edwards, who will each receive book tokens to the value of £40, and that the third prize of £20 should go to Mr Bob Thurlow. The winners of £10 tokens in the draw from those who successfully completed Parts 1 to 4 are: John Sweetman, Fenella Taylor, Anne Serrallier, Mr and Mrs Griffiths, K R Anderson, W R Chalker, David Pyatt, Graham Nelson, Mrs Gill Paterson, Chris Stephenson.

Dissecting music

Philippa Davidson on the London Sinfonietta's educational programme

The administrative offices of the London Sinfonietta are unexpectedly concealed in one of the outbuildings of the Gipsy Hill Centre, Kingston Polytechnic. The cramped, slightly dingy premises hardly broken the headquarters of Britain's most stylish chamber orchestra - until you look at the board behind the desk of the artistic director, Michael Vyner, evidence of the years of planning needed to organize just one of the important activities of the Sinfonietta, its overseas tours. It is not inappropriate that the Sinfonietta should be housed in an educational establishment for, as well as being Britain's most travelled orchestra, it is also unique in actively pursuing an educational policy. The BBC rang to ask whether a birthday interview with Sir Michael Nyquist could be arranged; Michael Vyner dealt swiftly with the problem, and went on to talk about the Sinfonietta and its educational work.

It all stems, he says, from the reason for the orchestra's foundation 16 years ago, namely the promotion and performance of music of the twentieth century. Large orchestras simply are not flexible enough to cope with the diverse requirements of 20th-century works. "Take *The Soldier's Tale*" he said. "It only needs 12 players. What do you do with the other 88?" Bringing the repertoire of our own time to the notice of a conservative public is only one facet of the Sinfonietta's education policy. Michael de Grey, administrative director, elaborated further. He believes that people need to be educated into concert going. "Somehow they expect Tchaikovsky and are disappointed when they get Britten. We have to get rid of prejudices about 'squeaky gate' music, and start opening people's ears to the music of their own century." The obvious place to start this process is in schools. Michael de Grey has a particular aversion to the patronizing approach that used to be synonymous with music for children. He was responsible for setting up the Sinfonietta's educational activities and for appointing Gillian Moore as educational organizer in 1981.

How does the Sinfonietta see its role

in music education? Members of the orchestra visit schools and colleges, involving students in workshops and rehearsals; the end product is usually attendance at a performance. The final work in the Sinfonietta's successful series, 1985 onwards, is *Messiaen's Des Canyons aux Etoiles* (also currently on tour with the Arts Council Contemporary Music Network). The season has given rise to a variety of educational activities, the last of which was a Messiaen workshop with post-graduate education students at Southlands college. The workshop was directed by Richard McNicol, a young composer who has written music for the ILEA Schools' Symphony Orchestra. One way to demonstrate that music is alive today is to get young people used to the idea of working with a living composer. Considerable effort also goes into selecting the best approach to a composer who may be unfamiliar to both teachers and pupils. Thus birdsong, politics and composing an opera are all possible starting points for an appreciation of the music of Messiaen, Weill and Ravel's opera *L'Heure espagnole*.

At the Southlands workshop students were invited to produce a short, tightly constructed piece based on three elements - a rhythm pattern, a mode and a mountain idea. Afterwards, we listened to an extract from *Des Canyons aux Etoiles* to hear how Messiaen treated these ideas. Richard McNicol suggested that the same approach to creative music-making could be used with a class. It would even adapt to other composers - "but don't try it with Beethoven". Some of the students were sceptical. "It wouldn't work with my third year". "In my school they only do writing". However, since most were unfamiliar with Messiaen's music, the exercise was of value even if of no immediate practical use.

The Sinfonietta has plenty of proof that its approach works with children. One of its major educational achievements has been the Varèse project, which gave some 600 children from 25 ILEA schools the opportunity to work with members of the orchestra, exploring the electronic sounds and pounding rhythms that give this composer a special appeal for young people. The ILEA success was followed by invitations to perform in other parts of the south east; Kent, Hertfordshire and Sussex have all had visits from the Sinfonietta, which gets many requests from music advisers asking for help in

introducing contemporary music into their schools. It goes without saying that players, too, gain from dissecting their music for a questioning audience. If the Varèse project was one of the Sinfonietta's greatest achievements, the greatest disappointment, says Michael de Grey, is not being asked for a return visit. One reason for this could be shortage of funds. The Sinfonietta does not come cheap. It is an expensive orchestra to rehearse and despite its popularity, cannot always attract a capacity audience when unfamiliar repertoire is on the programme. In the current climate of gloom over cutbacks in the arts and in education it is invigorating to find a group of people fighting an educational crusade with such commitment and enthusiasm. Michael Vyner tells how he was given a violin at the age of three, and ten years later achieved the dizzy heights of the National Youth Orchestra. He talks about "opening up a world of music" for all young people. A little starry-eyed, some might say, but unquestionably a perfect preparation for *Des Canyons aux Etoiles*.

Messiaen's *Des Canyons aux Etoiles* forms the last concert in the 1955 onwards series at the Logan Hall on February 20. At St John's Smith Square on February 14 the programme includes works by Britten and Xenakis, as well as the premiere of a work by Simon Bainbridge. Gillian Moore, the Sinfonietta's education organizer, can be contacted on 01-549 5747.

Next week

Roy Foster reviews *The Most Contrary Region: the BBC in Northern Ireland 1924-1984* by Rex Cathcart

Lovelorn

Judith Lee. By Sue Cooke and Dave Perry. Kings Langley School.

Judith Lee's was a case of *amour fou*. Daughter of a hard-fisted Sheffield manufacturer who had murky links with the slave trade, her head was turned when she became the passing fancy of an army officer marching to head off the Jacobite uprising. Believing the family wealth could make her the Captain's wife, Judith stabbed her father in the street then left her brother to hang for the murder. Rejected by her lover, she confessed and was herself hanged alone after a botched attempt to imitate the Captain.

The play was originally written for Sheffield children and it is strange to hear it acted by Hertfordshire voices, though there are some surprisingly good Yorkshire accents. The dark passions are an even greater challenge for the young actors, and there are times when love is discussed rather as if it were a matter of the correct time to boil an egg.

For most of the time, though, the large cast worked together very well, producing a series of authentic eighteenth century locales within the impressively looming and versatile set. School productions often have on hand the kind of ensemble professional directors spend years creating and Mr Perry, with colleagues from the Art and English departments, had unified a large cast, using the cramped stage space with great flexibility. Despite a few moments of hesitancy early on and the awkward use of direct address to the audience from time to time, the high level of concentration on stage kept a full hall totally involved.

Timothy Ramsden

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Mid Glamorgan local education authority and South East Wales Arts Association are planning a £1,825 boost for youth arts schemes in the county. A range of activities will be featured, from painting to dance, both in youth clubs and on specialist weekend courses.

The Ogwr Valley Community Arts Association is presenting three weekend workshops for young people and youth leaders in March. Topics to be covered include dance, drama, video and photography and each session will enable participants to relate the arts to community life.

March also sees two festivals of contemporary dance taking place in the county. The first, in Ogwr, will include professional performers and young people's workshops while the second, to be held in the Rhondda, will develop techniques learned during last summer's Rhondda Dance Project.

Finally, young people in Merthyr will work during February with professional community artist Adrian Butler in designing and painting murals for local youth centres.

Iola Smith

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CHESS BOOKS AND EQUIPMENT

Opening gambits

Raymond Keene suggests books and videos to help the school club organizer

The silver medals gained by the English team in the recent chess Olympics in Greece have focused attention on an activity which is not easily classifiable as game, sport, art or science. However one ends up defining chess, there is little doubt that it represents an outstanding mental discipline - a superb way of training the mind for systematic and rapid solution of both abstract and practical problems. Statistics from a wide range of schools demonstrate that pupils who belong to the school chess club perform with greater facility in academic areas, especially mathematics. In the TES itself, HMI Tom Marjoram has argued for the inclusion of chess in the standard school curriculum, while Brian Walden, the well-known political commentator and former Staffordshire junior chess champion, has expressed himself even more forcibly on the subject: "So you don't play chess and you don't encourage your kids to learn the game. Then more fool you. It is the best present you could give them for Christmas. And what about those of you who are headmasters? Have you got a large, thriving chess club in your school? If not, why not? Don't you want to teach the children to think logically, learn to plan, accept the need for restraint, develop a feeling for beauty." (*The Standard* December 18, 1984).

The latest information, though, is that more and more schools are, indeed, recognizing the need for chess clubs. At a highly conservative estimate, 4,000 UK schools now have clubs, and the figure is almost certainly closer to 7,000; and no less than 4,000 primary school children entered the 1984-85 BBC/Acorn/Ceefax chess tournament, from which 10 year old, David Essex of Scramblesby School, Louth in Lincolnshire, has just emerged victorious. Entrants not only had to display a talent for chess, but also had to practise the related skill of operating a BBC Micro - since the games were played via computer. The finalists' moves and results were displayed on Ceefax. It is in primary

school chess clubs that the Grandmasters of tomorrow, the successors to Tony Miles, Nigel Short and John Nunn, are first discovered. As John Tomlin, chief national organizer of the BBC/Acorn/Ceefax tournament said to me: "Nobody slips our net nowadays!"

What books and audio/visual aids can assist the teacher in charge of chess and his enthusiastic pupils, perhaps the Masters and Grandmasters of the future? For very young absolute beginners one might start off with the

school chess clubs that the Grandmasters of tomorrow, the successors to Tony Miles, Nigel Short and John Nunn, are first discovered. As John Tomlin, chief national organizer of the BBC/Acorn/Ceefax tournament said to me: "Nobody slips our net nowadays!"

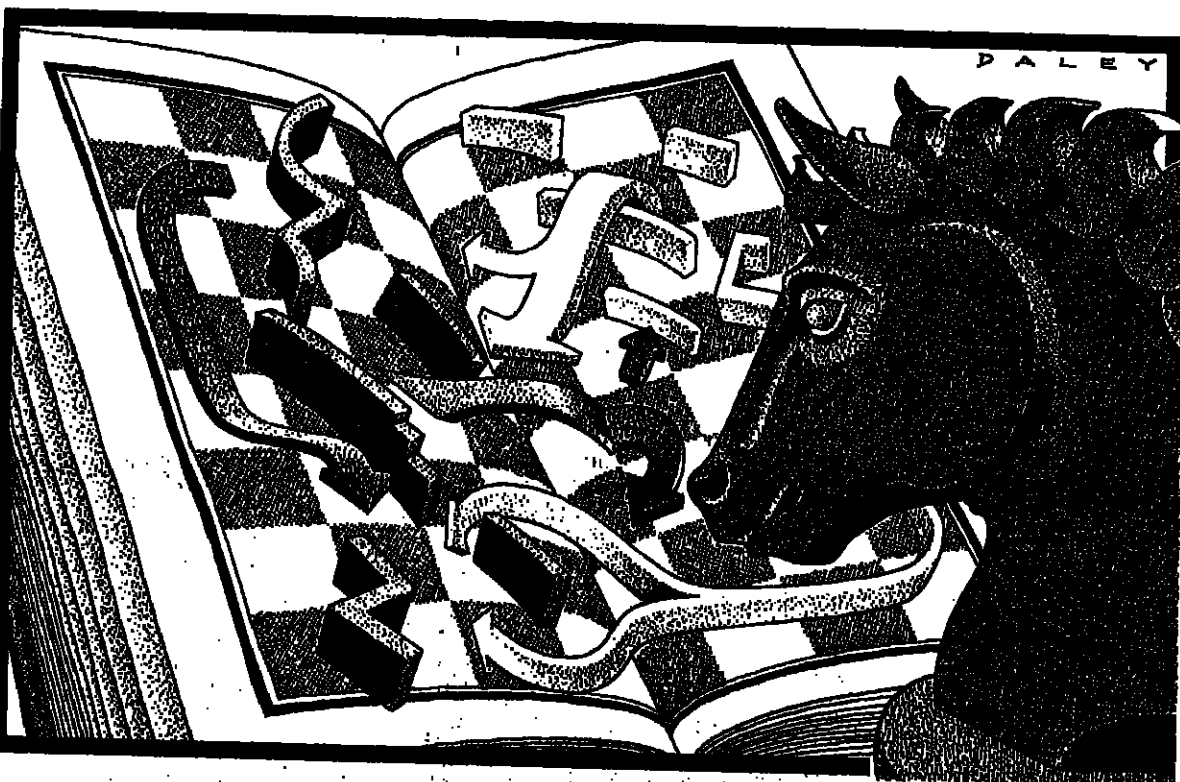
What books and audio/visual aids can assist the teacher in charge of chess and his enthusiastic pupils, perhaps the Masters and Grandmasters of the future? For very young absolute beginners one might start off with the

endgame. Young players like to develop heroes - who better than the reigning World Champion, Anatoly Karpov? His Chess at the Top 1979-1984 (Pergamon £9.95 and £5.95) is a rewarding and deeply annotated account of his best games from recent years. His masterpieces combine aggression, delicate artistry and clear thinking that make him a superb example for juniors.

Enjoyment of chess is not restricted solely to play or study as preparation for play. Two reference books which

playing chess, but wishes, nevertheless, to communicate a love of the game to children.

Finally, there are two video cassettes available which can bring the Grandmasters directly into the schoolroom, provided that your school has the requisite VHS or Betamax system available. The first is from Lincolnshire Educational Television and includes live footage from the 1983 World Championship semi-finals in London between Karpov and Korchnoi and Smyslov and Ribbi. Both Karpov (who challenged Karpov in the most recent title match) and Korchnoi are considered particularly exciting and inspiring players and, as with Karpov, they provide an excellent example for students to model their own styles. Commentary on the games is provided by the chief national coach of the British Chess Federation, Bob Wade, with assistance from myself, while further interesting material comes from the involvement of promising teenagers such as David Norwood and the American, Stuart Rachels. (20 from LET, Bishop Grosseteste College, Lincoln LN1 3DT). A second cassette (also £20, but this time from R & R TV, 33, Eldon Road, Newcastle-upon-Tyne, NE2 4DN) reports on the 1984 super-tournament in London, sponsored jointly by Phillips and Drew and the GLC. This was the strongest Grandmaster tournament ever held in the UK, and the cassette operates not just on an instructional level, but also as a journalistic account of an exciting, top-level sporting occasion. There is detailed investigation of games by Karpov, Polugalevsky, Chandler, Miles, Nunn, Timman etc. plus many interesting interviews and tense live shots from the concluding phase of the Karpov-Korchnoi game - their first tournament game for 11 years! This kind of teaching aid will bring a sense of real involvement to the members of any chess club and proper advertisement within the school, especially of the personality angle, will almost certainly help to swell the numbers attending. Once they have come into contact with chess, most intelligent school-children, especially at the primary level, will not readily give it up.



Amazing Adventures of Dan The Pawn (Garrow: Batsford £4.50). This is an *Alfie* through *The Looking Glass* style story which does not even require the reader or teacher to know exactly how the pieces move. The point is to engage the child's interest, and this is partially achieved by clear and amusing illustrations which help to lend personality to the chess pieces. Also away from Dan, are *Learn Chess II* (Littlewood: A and C Black £5.95) and *The Batsford Book of Chess* (Wade: Batsford £4.95). *Learn II* is definitely aimed at helping young players improve their game, tactically and strategically, and with its clearly defined teaching units, is equally applicable to individual or group study. Wade's book provides a crash course on the aspects of chess - it is crammed with information on history, development and a more advanced version of the Little-

wood, by a leading official in the Soviet chess education movement, and *My System* (Nimzowitsch: Bell and Hyman £6.50) the standard book on positional middlegame strategy and a bible for players like Petrosian, Smyslov and Karpov. All three books are easily adaptable to a lecture approach by a teacher.

Once your school club/team starts to compete against rival schools, then is the time to develop a weapons system, sophisticated and specific preparation in standard openings and endings. Practical Chess Endings (Keres: Batsford £5.95) cannot be bettered for imparting the rudiments of endgame play. I cannot stress too highly how important this principle is, but I fear that many inter-school matches are still bedevilled by adjudication of games before the ending phase has been fought out. Nothing, however, cultivates logic in chess as much as the

would adorn any school chess club library and which reveal the rich cultural resources of chess are: *The Oxford Companion to Chess* (Hooper £15.00); *Oxford University Press Game* (Eales: Batsford £12.50). The former (reviewed below) has been hailed as "the chess book of the decade" and contains minute encyclopedic investigation into all aspects of the game, while Eales' volume is the most detailed analysis of the growth of chess since the times of Murray and Golombek. The two are particularly suited to chess teachers who aspire to apparent omniscience in the face of their rapidly-improving pupils. What is more, both books make a "good read" without demanding any particular expertise in the latest variation of the Najdorf Sicilian - in other words, they are totally acceptable to a cultured person who has no great talent at

Raymond Keene is an International Grandmaster and the author of many books about chess.

BCO (Batsford Chess Opening) is co-authored by Karpov and Keene, has been described by *The Times* as the "best book of its kind on the market". The kind is a portable one-volume openings kit, analysing every hidden main line opening to a degree which should be more than adequate for junior matches. Strategy and explanation figure highly too and could form the topic of prematch group discussion.

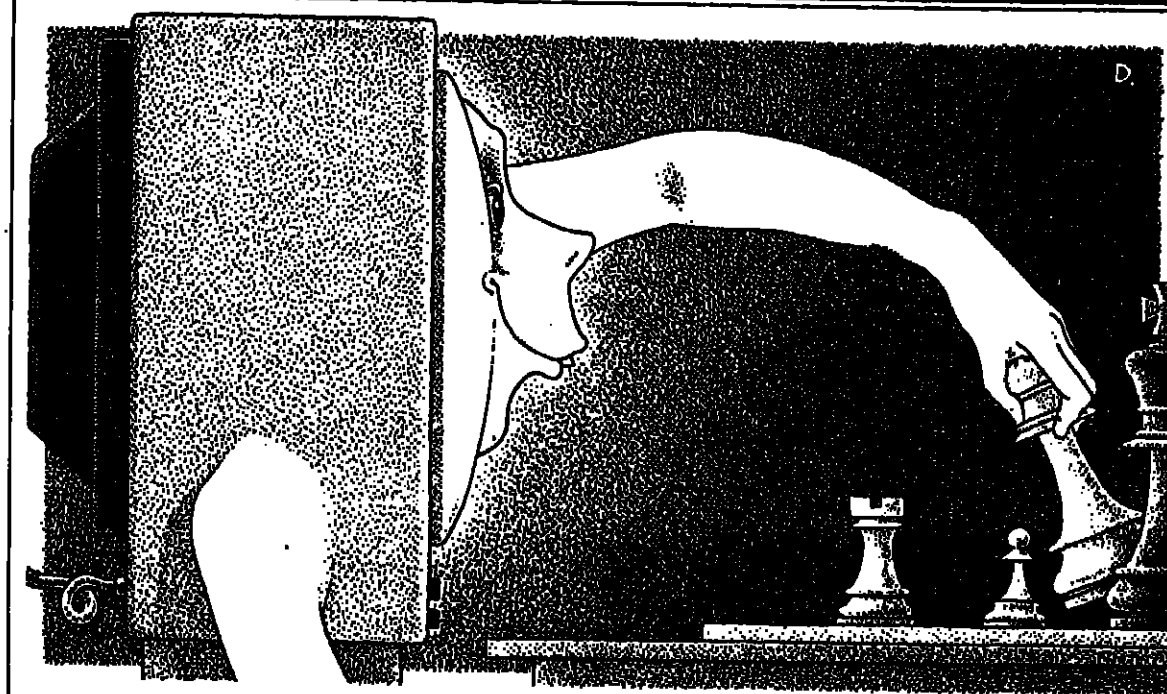
Beginning, middle and end

the player whose chess is purely social, but who takes an intelligent interest in the game will find a copious store of information that must educate and amuse him. It would be a dull dog indeed whose joy in the game was not sharpened and enhanced by browsing in these pages.

Even the publisher's claims seem justified: all branches of chess are covered, "embraced" - the historical, the tactical, the strategic, the treatment of openings, strategy, laws, terminology, and peripheral topics is covered as well. The *Oxford Companion to Chess* (Hooper £15.00) is a superb reference work, and the *Oxford University Press Game* (Eales: Batsford £12.50) is a superb reference work, and the *Oxford University Press Game* (Eales: Batsford £12.50) is a superb reference work.

looks hard enough to find items one could wish had been included, emphasises that might have been different, like the perfunctory entry on the middle game, and this reviewer certainly would have preferred a text less liberally sprinkled with unnecessary cross-references. But these are trifles. Should the owner of Ed Brace's *Dictionary of Chess* acquire the present volume as well? The answer, must be "yes". While Brace has some items omitted from the *Oxford Companion* (like the terms Knoch devised for his theory of Pawn Power), the *Dictionary* has far more items again and

treats its topics in much greater depth. Advice to possessors of Golombek's *Encyclopedia* cannot be so straightforward. The new book must be held to score on the amount of detailed information it provides, but it remains a trifle impersonal. Many will feel that the view of the chess world through the eyes of the doyen of British chess writers and his contributors is warmer, and if the view is occasionally tedious, cratic that may be thought to add to the charm. If your chess budget is tight, a combined expenditure of £32.50, do have both.



Chessmates

David Levy surveys chess computers and gives advice on how to choose one

Even before the invention of the electronic computer, man was fascinated by the prospect of creating a machine which could think. This fascination has led to the science of Artificial Intelligence (AI), a science whose goals for computer programs include the translation of languages, the proof of mathematical theorems and the recognition of patterns. But there is no area of AI more challenging than the programming of computers to play master level chess, for chess has long been recognized as the intellectual game, *par excellence*. Academic researchers in the field are quick to point out that if a computer can be successfully programmed to fulfil this task, then similar techniques may be employed to solve other problems in long range planning, such as economic forecasting.

For almost three decades, following the war, scientists studied computer chess from an academic viewpoint, but in the late 1970s a commercial outlet for their work appeared as a result of the arrival of the low cost microprocessor. Suddenly it was possible for the man in the street to own a small box that could play chess. Here, for the first time, was an opponent who never got too bored to refuse a game, who never gloated over a win and who never sulked after a loss. At first they did not play too well, but perseverance by many programmers has raised the strength of the best commercially available chess computers almost to the level of a human expert.

Whereas 1977 saw only two such products on the market, today there are literally dozens, at different price points, presenting a myriad choice to the consumer. How should one decide which chess computer to buy? Retail prices for chess computers range from as little as £20 up to several hundred pounds. This enormous difference is partly reflected in the features offered by the various products, and partly in the strength of their programs.

Perhaps the first decision to make is whether you want to use your own chess set and board, or whether you would prefer to play on a chessboard built into the computer itself. In the former case you will probably choose a product into which you enter your moves in algebraic chess notation, for example E2E4 if you wish to advance your king's pawn two squares on the first move of the game. Beginners and relatively inexperienced players might like the British made Chess King Mighty Midget at around £20, while strong players can select one of the stronger Novag Super Constellation (approx £300).

The next stage in convenience is the magnetic sensor board. Here the chess enthusiast need not involve himself in the labour of pressing on a membrane. The pieces are magnetic and can be used as in a normal game of chess. Beneath each square of the board there is a magnetic sensitive switch which detects moves to or from the square. If you wish to buy a sensor board machine, try it out in the shop to see what happens when you slide one of your pieces across the board. An intelligent program will know where your piece stops, but some products register the first square that a piece slides over, and this can lead to confusion (yes - programs can also get befuddled!).

In many respects the magnetic sensor boards are the most pleasant chess computers to use. Often nicely made in wood, the machine gives almost all the appeal of playing against a human opponent. Since these products are relatively expensive, they usually incorporate a strong chess-playing program, and so can satisfy the intellectual as well as aesthetic requirements of the discerning purchaser. Within this category Comphess, offer a range of three products at approximately £180, £230 and £280, while both Mephisto

and Fidelity have higher priced models (ranging from £340 to £400) with somewhat nicer wooden boards. Much lower in price (£160), using the same technology but in solid plastic, the Chess 2001 provides another option.

Perhaps the ultimate in electronic chess luxury is the computer that moves its own pieces. Of the few manufacturers who have experimented in this area, to the best of my knowledge, only two survive. Novag has a beautifully styled Robot Adversary which currently retails for £1,500, and which has its own arm to lift and move the chess men. Molton-Bradley, with their Phantom (£300), have adopted the technique of an invisible electro-magnet, beneath the board, so the computer's pieces slide about as if by magic.

Apart from ease of use and price, what other features should be borne in mind when deciding to buy a chess computer? Playing strength is one obvious candidate, since a club player will find little use for a £20 product, but there are many other important questions to ask.

Every chess computer on the market ought to be able to play fully legal chess, that is to say they should not make illegal moves and should refuse to allow you to do so. They should understand the rules about casting, pawn promotion and *en passant* capturing, which many beginners do not.

Once you get past the beginner stage you will want to experience a wide variety in the games that you play against your chess computer, and this can be achieved more easily if the program has a reasonably sized openings book. Any product costing more than £40 ought to have at least 50 opening variations, and if you pay £150 or more you can reasonably expect anything from a few hundred to several thousand moves in the openings book.

Two claims that often mislead the potential customer concern the number of playing levels and what is known as "modularity". I have heard it said that the typical department store buyer will always prefer a chess computer offering 10 levels to one offering eight. There is no really good reason for this since eight levels are perfectly adequate for almost all chess enthusiasts.

Another myth is the claim that a product is "modular" and that when next year's stronger program appears on the scene, you simply pull out your old module and plug in the new one. This is all very well if and when the manufacturer produces a strong, new program, but when looking at a modular machine try to find out what kind of past record the manufacturer has for the creation of new modules.

There are many other features that have been incorporated into chess computers, not all of them will be necessary for your own particular requirements. Some people prefer to play with battery operated units while others like to save the cost of batteries

by using a mains adaptor. Some chess computers will work happily with either.

What happens if you accidentally switch off the power when in the middle of a game? Many machines will lose all record of the position, though some do have a low-power mode which retains essential information so that you can continue the game when power is restored.

Do you like to time your own thought processes and those of your electronic opponent? If so, a built in chess clock is an advantage. Do you want to be able to take back a move when you make a serious mistake and lose your queen? Most chess computers will allow this facility. Perhaps you are a serious player who would like a printed move record at the end of each game - some manufacturers offer a connexion facility for a printer.

If you are one of the minority interested in chess problems you will want a computer that can find a mate-in-2 within a second or so. An interesting feature for the improving player is the facility to monitor the program's thought processes, which can be done if the computer, while analysing, will display the move which it currently thinks best.

There is almost no end to the options offered by today's chess computers, but whichever model you choose you can be reasonably confident that your final choice will provide many hours of enjoyment and improve your playing ability.

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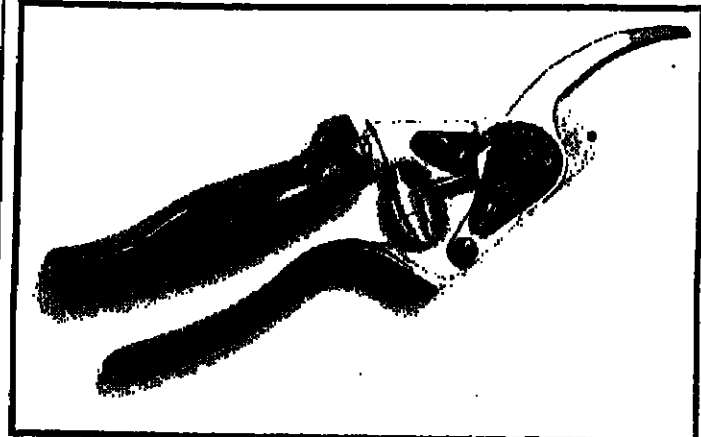
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RESOURCES



Cut and dried

Michael Clarke questions whether the Good Design Guide exhibition really does show the '100 best ever products'

The Good Design Guide: 100 Best Ever Products
The Boilerhouse Project
Victoria and Albert Museum
Until February 11.

Any gallery that assembles what it believes to be the hundred best ever products must expect some disagreement, but to call the exhibition *The Good Design Guide* is to invite the strongest opposition.

Quite clearly anticipating such reactions, Stephen Bayley puts inverted commas around "good" and "best ever" in his catalogue introduction and rhetorically asks: "But surely there are some product designs which are intrinsically better than others? Some things which people agree are more beautiful, work better, are more ingenious or simply just excite the spirit more than something mundane?"

Well, of course there are. Some are included in this exhibition, like the democratically tested and approved Levi jeans and Sony Walkman, which probably deserve the description universal classic. Others, like the zip and paper clip, are not.

Maybe that is because the items on show were nominated by "Britain's

leading designers and design experts", not all of whom are identified but evidently include film makers, museum curators and keepers. Whether these people in the long run are better judges of good design than the man or woman in the street is open to doubt, but what they have chosen does occasionally add a curious interest.

One might have expected Simon Jarvis, Acting Keeper of Furniture at the V & A, to have chosen a Thonet bentwood chair, used for over a century and familiar to us all from continental restaurants, English wine bars and even Habitat shops. Instead, he has selected a Richard Norman Shaw clock and a G F Bradley fabric, both nineteenth century eclectic designs which might have a place in a historical survey but hardly in an exhibition like this.

Terence Conran, perhaps predictably, has endorsed his own chain stores' design policy with a selection of Collier-Campbell printed textiles and left the element of surprise to Hardy Amies, who, I believe, designed the British Rail uniforms and dresses for the Queen, but has opted for that favourite tool of seasoned gardeners, the Felco secateurs.

All of which makes for a very uneven exhibition. It can hardly be representative of good design to have no furniture but five cameras (six, if you include a movie type), particularly when one of them, the Nikon FE2, is admitted to be "very poor ergonomically". Admirable though it may be in principle to choose examples of purely engineering design, like the "Pegasus" jet engine or the Cosworth DFV racing car, in a show restricted to so few items and with a decidedly aesthetic gloss, they can only appear arbitrary except to the initiated few.

Why any of the objects is a good design, let alone among the "one hundred best ever", is nowhere satisfactorily answered. Explaining technical innovations, like the golf-ball mechanism of the IBM "72" typewriter which got rid of the moving carriage, or the single lens reflex system used in the Pentax camera, is insufficient if relevant.

There are also inconsistencies in the rare attempts to evaluate utilitarian aspects. A vernacular (ie anonymous or commonplace) Chinese mug is complemented for having a thumb pad on its generous handle while the mean handle and excessive weight of the currently fashionable, Apilco, French coffee cup is overlooked.

As a guide to good design, the consumer might be better advised to consult *Which* magazine than visit this exhibition. There are far too many approving phrases like "international", "high-tech fashion", "international", "clever marketing" to persuade the sceptic. Only the design snob can believe that "since Sony established the Trinitron as an international norm, every other television set has become an eyesore". No one with any respect for sense could accept a description of the Fiat "Uno" motorcar as "slick without being clever-clever".

Unlike fine art which has its own share of simple assertion and incredible commentary, functional design cannot properly be judged in gallery conditions. Most people will have used Scotch adhesive tape and a Biro ball-point pen. Some will have found Sabatier kitchen knives or Bic disposable razors an asset. How many have flown Concorde or even seen a GEC Avionics Head-Up display instrument? Without testing the product oneself or being given adequate evidence from those who have, all design is reduced to the pleasant or unpleasant effects of its form. That, unfortunately, is the severe limitation of this exhibition.

This limitation, however, may be

one reason why design teachers might choose to take a study group to see the show. With the focus of their class activities on problem-solving, in which the economics of function and performance take precedence over the aesthetics of form, most teachers would find it easy to prepare a work sheet or questionnaire that actively engages their students' critical abilities. Since a number of product types, like bicycles and footwear, are represented by several examples, this could involve comparative as well as specific evaluations of the objects on display.

There is also the exhibition itself. This too has been designed and, if only because the students will at some time be responsible for displaying their own work, it provides an opportunity for them to consider how they would have done it and why. Would they have presented each item on roughly-welded metal boxes and protected the more fragile or precious ones behind finely-proportioned perspex cases? Above all, would they have let the visitor use some of the products?

All exhibitions, whether temporary or permanent, provide some kind of education or information service. The V&A was established with this intention. How well, then, has the Boilerhouse fulfilled its obligation?

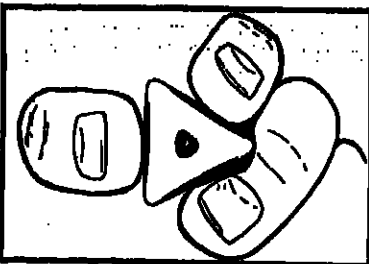
ters, each of which has a concave surface. There is a slight internal slope in the moulding, so that a ball-bearing, placed at the correct starting point in the letter and nudged, will follow its shape. The ball-bearing will not run from any other starting point, and the letter shape can be re-inforced by having the pupil follow the groove with a finger.

As starting letters in the wrong place is at the heart of so many writing problems - particularly reversals of "b" and "d" - *rot's* is potentially very useful, provided, of course, that its style is compatible with the school's. This is a new edition, with an improved "b" which previously required a fresh start in the middle of the letter. If a full alphabet is not needed, a short set of commonly reversed letters can be purchased. Numerals 0-9 are also available.

The Handwriting File, by Joan Alston and Jane Taylor, aims to help teachers offer pupils with writing problems appropriate advice and support, on an individual basis. If some of its terminology - "Does he know letter sounds?" - is crude, as letters may represent more than one sound, the underlying intention, which is to ensure that the child knows which letters he is trying to write, is sensible and, like most of the advice in the file, ought to be obvious. However, as I A McKinlay, Consultant Paediatric Neurologist at the University of Manchester, points out in his foreword, handwriting problems often encounter simple intolerance from teachers, and can cause considerable distress as a pupil gets older. Having today shown a 16-year-old how to avoid reversing "b" and "d", I see his point, and his suggestion that each school should have a teacher with specialist knowledge of handwriting and co-ordination should be taken seriously.

I would personally find the structure of *The Handwriting Checklist* (included, but available separately) constraining, as it is often possible to assess a problem more succinctly, either from samples of work or by watching a pupil write. On the other hand, it offers a clear analytic framework and a convenient and comprehensive means of communication with colleagues. Like the rest of *The Handwriting File*, it would make a useful starting point for a student, provided it were considered critically and in the context of the other factors involved in learning to write.

John Bald



Hand write

Writestart pencils
£1.32 for 12; vinyl grips £2.90 for 20 or £3.95 for 20 jumbo grips
rot's write

Full alphabet £19.50; short set £12.50; numerals 0-9 £9.50

The Handwriting File
£8.95; checklist £2.20 for 30 copies
Learning Development Aids, Duke Street, Wisbech, Cambridgeshire PE13 2AE

The recent formation of a handwriting group, based at the National Children's Bureau, has revived interest in this crucial area of the curriculum. As a result, the handwriting debate has moved away from the false opposition between expression and instruction, and this series of teaching aids is a particularly welcome contribution, offering practical help where it is needed without resorting to endless drills.

Writestart pencils are triangular, chunky and feel very uncomfortable in anything other than a correct writing grip. They make a simple and ingenious teaching aid. There is a snag: they do not fit a standard desk-top pencil sharpener - but these pencils could nevertheless prove to be the educational equivalent of Emerson's better mousetrap. Triangular vinyl grips, fitting over an ordinary pen or pencil, give a similar effect and are also available in a jumbo version.

Rot's write is a new version of an idea which dates back to ancient Rome, where letter shapes would be cut into blocks and the pupil would follow the grooves with a stylus. It consists of an attractive set of moulded plastic let-



MEDIA

Nation shall speak unto nation

Nick Baker on BBC Television's international debates for teenagers

CHILDREN'S TELEVISION
Speak Out
BBC2

This international TV debate programme for teenagers deserves wholehearted applause. It's probably the only programme of its kind, where "ordinary" people from different countries can debate controversial issues, courtesy of the hi-tech communications industry.

The week before last saw the satellite hook-up between the USA and London. BBC presenter Mike Smith offered "a big electronic handshake across the Atlantic". As it turned out, the handshake was faintly raspberry-scented. This was due to one member of the US team, a mini-yuppie who parroted President Reagan's foreign and defence policies with the serious intensity of a professional White House spokesman. He was shot down in flames by the articulate British panel.

Gallup had prepared a poll about the respective views of US and UK teenagers. About half of both British and Americans polled thought that nuclear war was likely, but 42 per cent of US teenagers rated their chances of survival as "fair" and 52 per cent as "poor", whereas 82 per cent of British teenagers saw little chance of survival. There's no point in trying to find reasons for this rather disturbing insight into young Britons' pessimistic view of the future. What was interesting was that the UK panel, compared



to the US one, which spent a little time arguing amongst its own members, seemed to be almost all of one mind - anti nuclear, anti US foreign policy and unilateralist. It was almost as if they were a micro sample of the poll, so closely did they reflect its findings.

The following week, a new UK panel "met" one from the Soviet

Union. This time, the British contingent took on slightly concerned, very faintly patronizing tones to start with: "If we could arrange the money side, would your government allow you to visit England?" "Yes!" was the excited reply from the Moscow team, all impressive English speakers.

Emboldened by the Russians' can-

of your government you'd like to make? There was a silent moment when the poor Russian team looked sheepishly at their presenter. UK presenter Mike Smith wisely grabbed the opportunity to move the debate away from the point, which illustrates the deepest difference between the two countries.

Nevertheless, we were able to see an equivalent Russian poll on the nuclear war issue, in which most Russian teenagers polled (by Soviet organizations, not by Gallup!) agreed with their UK counterparts that survival chances would be poor. During this week's debate on the nuclear issue, the Russian teenagers favoured the multi-lateralist stance, as most of the Americans had done last week. Finally, it was back to freedom of speech. Would Russian teenagers be able to see a programme like *Speak Out* on Soviet TV? Zoya, the Russian presenter, proudly intervened to say that the whole programme was to be shown the following fortnight. In full, with Russian translation.

What struck me most about these excellent programmes (apart from the debating skills and polite frankness of the UK teams) was that this was another example of teenage "ghetto building". It's considered worthy for teenagers to be involved in this sort of debate, as if they were members of a special interest sub-group instead of members of the human race. There should be regular editions of *Speak Out* in which everyone, irrespective of age, could join in.

Music making

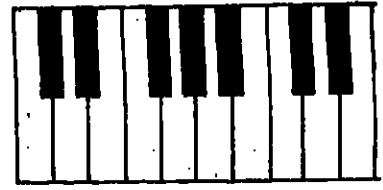
SCHOOL RADIO
Musicianship: Early Stages
BBC Radio 4 VHF
Tuesdays, 11.40am.

This new series of radio music broadcasts is described as "a carefully progressive course of rudiments, general musical knowledge and practical harmony". It is intended for primary or middle school classes.

The first 10 programmes (of a total of 26), which are being broadcast this term, cover aspects of Western conventional music notation up to and including harmonic modulation and the use of accidentals. Additionally, they aim to present "a chronological overview of musical styles" based largely on European art music from medieval times to the early part of the 20th century.

The broadcasts are intended to be recorded off-air and used in the classroom in taped form, together with a combined teachers' and pupils' book which amplifies many of the points introduced in the broadcasts. The emphasis is strongly on "understanding", based upon "guided listening, singing and playing".

Each programme covers a number of aspects of music making, and de-



velops awareness of them progressively in parallel through simple notation exercises, aural training and practical activity suggestions. Notated songs are used from the start, but the staff and pitch notation is not actually introduced until broadcasts three and four. By broadcast five, however, pupils are expected to be able to follow the notation of Mozart's C major piano sonata (K545), and to make simple analyses of it.

The broadcasts rely heavily upon teachers amplifying points with the help of the workbook. Teachers will have to pace progress, taking account of their own circumstances, and it seems likely that the material offered could easily take two terms or a year to work through.

Occasionally the programmes seem to defeat their own purpose, so often is the teacher required to stop the tape

and refer to the workbook. The series makes no assumptions about pupils' previous experience, but broadcast one seems to imply that they are already aware of basic musical concepts such as volume and duration. The examples given (wherein pupils are expected to answer simple questions about pitch or duration) are far from immediately decipherable and present changes which are too small for many children to recognize easily.

More serious is the apparent confusion of educational objectives. It is never really clear whether the series is trying to promote training or testing, and both of these seem to become regularly confused with the stated objective of understanding. Understanding, moreover, takes in undifferentiated aspects of acoustical concepts, musical concepts and notational concepts in ways which suggest they are all the same thing.

Teachers using the series will have to be alert to this, and also to the fact that, with such a strong emphasis on understanding, very little scope is given for promoting experience (which must surely come before any understanding can begin to take place).

Andrew Pegg

briefings radio & tv

For schools

GOING TO WORK
(Mon 9.38, Fri 11.44, BBC2)
A new film for 14 to 16-year-old school leavers gives advice on how to gain extra qualifications.

STOP, LOOK, LISTEN A
(Mon 9.59, Wed 11.10, ITV)
The unit on materials here encourages seven to nine-year-old slower learners to study "Stone".

INTRODUCING SCIENCE
(Monday 14.20, VHF4)
"Human Biology" is a group of

programmes dealing with growth, the dangers of smoking and ways to combat illness. This week, "How We Grow" interests 9 to 12-year-olds in their own development.

DEUTSCH FÜR DIE OBERSTUFE
(Monday-Friday 00.30, VHF4)
Current affairs, business studies, a radiovision programme on Mannheim and features on East German authors from the varied selection for A-level students this term.

INSIGHT
(Tues 9.30, Fri 10.48, ITV)
The first of five programmes dealing with time. Helps hearing-impaired middle school children understand the concept.

SCENE
(Thurs 10.34, Fri 14.00, BBC2)
A film for 14 to 16-year-olds, made with the help of teenage girls, discusses their reactions to sexual harassment.

Continuing education

FRANCE ACTUELLE
(Sunday 10.55, BBC1)
Documentary films for those who have studied the beginners' course "A Vous La France". The commentaries are in English, the interviews in French.

4 COMPUTER BUFFS
(Monday 17.30, C4)
Current affairs and news for serious computer users. Begins by pinpointing the difference between Amstrad, BBC and QL computers.

GET BY IN SPANISH
(Monday 23.00, VHF4)
GET BY IN GREEK
(Wednesday 23.00, VHF4)
Two short series giving holiday makers and businessmen a basic survival kit in Spanish and Greek.

Art of war

CONTINUING EDUCATION
War and the Modern Writer
BBC Radio 4 VHF
Sundays 4.00pm.

"Like most of my generation, I was obsessed by a complex of terrors and longings connected with the idea 'War'." Christopher Isherwood's remark in his autobiographical novel *Lions and Shadows* goes a long way towards explaining some of the distinctive characteristics of the 1930s generation. The First World War, its literature and its myths influenced a lot of later writing about war. It is a pity that Michael Barber chose to begin this interesting survey with the Spanish Civil War (on the grounds that it was the "first modern war"). Inevitably, Wilfred Owen and others crop up in a number of contexts, but a programme sketching in the links between them and those who came after them would have been a useful addition. Their ghosts need to be acknowledged.

Despite this self-imposed handicap, the first three programmes contained a fairly thorough, if orthodox, account of the period up to the Second World War. Barber has wisely widened the scope beyond the usual Anglocentric version and included work by European and American writers in order to present his interpretation of the issues dominating the time.

The first programme, a rapid canter through the Spanish Civil War, charted the familiar cycle of idealism and disenchantment that many anti-fascist writers of the 30s went through, and was good on their ambivalent motives as well as on the compatibility of art and commitment, although not enough was made of the self-mythologizing aspects illustrated by Harry

Pollitt's comment to Stephen Spender: "Go and get killed, comrade: we need a Byron in the movement."

The following two programmes, which brought the story up to the poetry of the last war, contained an absorbing contrast between the brooding obsessions of the 30s and the Second World War poets' acceptance of necessity, an acceptance embodied in their distinctive ways by the central figures of the third programme - Alun Lewis and Keith Douglas, the "Roundhead" and the "Cavalier", the civilian in uniform and the "happy warrior", to use Barber's own descriptions.

The series so far has been strongest on the interpretation of attitudes and exposition of the background; much of its strictly literary criticism has been decidedly sketchy. It does not really begin to tell, for example, that "For Whom the Bell Tolls" is "a sensuous read". However, its occasional illuminating juxtapositions have included, notably, a link between Louis MacNeice's description of the complacency of the Home Counties as seen from a train and Orwell's account of the journey home from Spain, which he finds everything and everyone sunk in the "deep, deep sleep of England".

A "grip" interview with Julian Symonds about the bending of the truth, which many felt was justified during the Spanish war, has unfortunately not been followed by any other first-hand testimony; comments by such writers as Roy Fuller, Alan Ross and Vernon Scannell could have enlivened the format of the series. These first three programmes have been, nevertheless, a worthwhile discussion of literary responses to war during the 30s and 40s.

Ashok Bery

4 Television Programme Recording

Titles Available for Week Commencing Sunday 10th Feb 1985

Sunday 10th February 17.30 The Business Programme see code F 22.15 City General: 'It's Not A Romantic Life' see code B Tuesday 12th February 15.45 Years Ahead see code H Wednesday 13th February 18.30 The Living Body: Accident see code E	20.30 Unwired Sunday see code B Friday 15th February 19.30 Right To Reply see code A 21.15 A Week In Politics see code B Saturday 16th February 13.00 Everybody Here see code C For More Information Contact TV Recording Licence Dept, GUILD LEARNING Guild House Peterborough PE2 9PZ Telephone (0733) 63122
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last year's edition of

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The Advertisement Manager

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HEADTEACHERS

Required September 1985.

Applications are invited from suitably qualified and experienced Teachers for the following Headships.

TOLLESBURY D'ARCY C. OF E. V/A PRIMARY SCHOOL (Group 4), Tollesbury Road, Tollesbury, Malden. This vacancy from September or earlier if possible.

BRADWELL-ON-SEA (ENDOWED) V/A PRIMARY SCHOOL (Group 3), Bradwell-on-Sea, Southminster.

Removal and disturbance allowances scheme in operation. Please send foolscap s.a.s. for form and details to Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex, CM1 1JW. Closing date: 25th February, 1985.

The following posts all carry L.F.A. of £268 pa

BRISCOE COUNTY INFANTS SCHOOL (Group 6)

Felmore End, Pitsea, Basildon.

FELMORE COUNTY INFANTS SCHOOL (Group 4)

Felmore End, Pitsea, Basildon.

FAIRHURST COUNTY INFANTS SCHOOL (Group 3)

Long Ridding, Basildon.

BRIGHTSIDE COUNTY JUNIOR SCHOOL (Group 4)

Brightside, Billericay.

LANDSOWNE COUNTY PRIMARY SCHOOL (Group 6 & SPA £201 pa)

Alexandra Road, Tilbury.

Removal and disturbance allowances scheme in operation. Please send foolscap s.a.s. for form and details to County Education Office, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD. Closing date: 1st March, 1985.

ESSEX
County Council

Primary School Education

Headships

BERKSHIRE

INFANT SCHOOL (AIDED)

Abbot's Walk, Reading. This vacancy from September or earlier if possible.

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HEADSHIPS

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Wynter Street
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Vacant now. Roll 103 plus 30 ft nursery. Burnham group 3 plus Inner London allowance.

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Torriano Avenue,
(Camden Road), NW5 2SJ

Vacant 22 April 1985. Roll 110. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

WILBERFORCE (JM) SCHOOL
Harris Street, W10 4LE

Vacant now. Roll 171. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

ST WINIFRED'S RC (J) SCHOOL
Effingham Road
Lee, SE12 8NS

Vacant 22 April 1985. Roll 124 plus 8 ft and 34 ft nursery. Burnham Group 3 plus Inner London allowance.

Applicants should be practising Catholics and hold the Catholic Teachers' Certificate.

Application forms are available from the present headteacher at the school. Please telephone to arrange a visit. Closing date 22 February.

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Hounslow

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Required from September 1985 or as soon as possible thereafter

HEADTEACHER

for this Group 6 junior school

Application forms and further details are obtainable from the Director of Education (Ref: PA/EBA), Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned by Thursday, 28th February 1985. Please enclose s.a.s. (foolscap).

Previous applicants will be re-considered unless they advise to the contrary.

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WANTED: from September 1985

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Fruits of experience

Bryan Lewis on how to get the best from a school trip to Turkey

The proliferation of travel companies specializing in tours aimed specifically at school parties has now reached the stage where the organization of such a visit has become much easier. The very ease of organization, however, also entails one or two dangers. For it is all too easy to simply allow the tour company to arrange everything and to end up in charge of a package holiday for children which, while very enjoyable, may not be particularly educational. Often the most rewarding aspects of a tour are those which are not specifically covered by the main excursions or visits and these can only be appreciated by experience. The benefits to be gained from the sort of tour I have been talking about were particularly enjoyed by a group of 45 boys travelling in Turkey.

The pre-tour organization of such a visit is no more difficult than for any other country except that one has to be careful to arrange for an inoculations which may be recommended for visitors.

It has always seemed to me to be a vital ingredient of a successful school tour that those who travel should know beforehand as much as possible about the country they will be visiting. For our Turkish visit I tried to ensure that each boy knew something about the Byzantine Church, the Ottoman Empire and the development of the Turkish republic by Kemal Ataturk. In addition, because we intended to visit Troy, Ephesus and Pergamum, boys were encouraged to read part of Homer's *Iliad* and to learn about the life of people living in Greek city states on the coast of Asia Minor.

It is also worthwhile, when visiting any country east or south of Italy, to make sure that pupils realize that standards of hygiene are often low, food is often spicy and unlike what they are used to, and water is often dangerous to drink unless it is bottled. It is a good idea to bring such items as water-purification tablets, medication for stomach disorders and a supply of light snacks which can be consumed by those who are unable to contemplate local delicacies.

All school visits to Turkey start in Istanbul, a city steeped in history which provides rare glimpses of the arrogant confidence of its past rulers, together with the opportunity to mar-

vel at the religious devotion and painstaking genius of its artists. Not much remains from Roman times, but the Byzantine civilization which followed provides some of the most breathtaking of the city's monuments - huge, gaunt churches ennobled by beautifully worked religious art. Santa Sophia and the Blue Mosque are naturally the most popular mosques for tourists to visit, but I have found that boys are usually more impressed by smaller and more intimate churches which contain the feeling of religion which is not always present in larger structures. The 450 years of the Ottoman Empire is visible today in Istanbul mainly in the wondrous Topkapi Palace where a determined party of pupils could get lost several times (and usually do), while wandering around the many beautifully designed rooms full of beautiful furniture and works of art in which generations of Sultans enjoyed a life-style undreamt of by each and every one of their subjects.

Modern Istanbul crowds round the old city - a very busy, lively place where luxury and poverty coexist and the innumerable small boys make a living selling Marlboro cigarettes. The traffic is appalling, the pavements are dusty and often broken. We had one boy with us who had one leg in plaster. After two rainy days in Istanbul, the plaster began to disintegrate at about the same rate as his foot turned grey! For future visits, two undamaged legs will be essential. In the vast local market boys wander for hours watching the craftsmen at work, avoiding eagle-eyed shopkeepers who think every British teenager is straight off a cruise ship and wants to buy a trinket in every shop, and being careful to stay away from carpet shops where we once almost lost a small boy who was offered to the shopkeeper in exchange for a beautiful Persian rug!



The offer, made in jest by a group of senior boys, was unfortunately accepted with alacrity by the owner of the rug and it took some intricate negotiation before we got him back!

Most school parties in Turkey combine a few days in Istanbul with a circular coach tour of part of the interior and of the Mediterranean coast. This entails five long days in a coach travelling along bumpy roads covering almost 1,000 miles. The journey, which begins by crossing the bridge east from Istanbul, is through fertile, green fields and rolling hills, the city's agricultural nursery, and leads to Bursa, an ancient city full of mosques, and old-world charm, although in recent years it has begun to attract industry to the west and is probably destined to turn into a wasteland of concrete and car repair sheds like so many other eastern Mediterranean towns. Bursa is usually the furthest east that the time-limited traveller from Istanbul ventures. Beyond lies Ankara and the vast central plains, traversed by dusty and often danger-

ous tracks although military rule has brought a kind of uneasy calm to even the remotest regions.

The journey back to the coast provides a kaleidoscopic view of small villages and local customs until eventually the very modern rather anonymous city of Izmir is reached. But it provides both a comfortable base from which to explore the many classical sites to the south and an airconditioned haven to which to return from long, hot days on the tourist coaches which wind their tortuous way between them.

The Turkish coastline was once colonized by the Greeks, both those of pre-Homeric times who fled to Ionia, as they called it, when the Dorians drove them out of Greece c.1000 BC and those of classical times who founded many colonies all along the coast. The easiest and most rewarding ones to visit are Ephesus and Pergamum, both of which can be visited on a day trip from Izmir.

After a couple of days in Izmir, it will be time to head north along the coast to visit the most romantic of all Turkish sites, the ancient city of Troy around which, as Homer wrote (or, more correctly, sang) "fleet-footed" Achilles chased the Trojan hero "Hecene" before killing him on one of the climactic incidents of the *Iliad*. A romantic streak and a good imagination are, however, necessary qualities at Troy, as the scattered and fragmentary remains are mainly Roman. Nevertheless, to stand on the battlement at sunset looking out over the broad plain towards the "wine dark" sea, imagining Agamemnon's Greek warriors preparing to mount yet another attack on the walls, is an experience not to be missed.

Moving north again, the Bosphorus is crossed at Canakkale, a sombre ferry journey very close to the battlefields of

Gallipoli, before the final leg back up the Dardanelles to Istanbul. Turkey is a very large country and this tour, even though it barely penetrates the interior and completely ignores the main package holiday centre on the southern coast, is nevertheless a long one. The Easter holiday or the October holiday week are certainly the best times for school parties to visit as the weather is comfortably warm and ideal for the sort of holiday where the rewards of contact, however brief, with great civilizations are complemented by the adventure of travelling.

In order to ensure that each child gains the maximum possible educational value from a visit abroad, it is important not to try to cram too much into each day's itinerary. We have found that professional guides are inclined to be too detailed in their explanations of sites and now always try to do the guiding ourselves. This in itself entails preliminary reading and study although, as I have already said, there is no substitute for experience and guiding becomes much easier on a second visit. In Turkey the time spent in the coach breaks up the day quite well except in Istanbul where it is necessary to allow pupils to have some time to relax between cultural excursions. Three of four short breaks are much more successful than one long one, both in terms of concentration and because a long period of unsupervised free time inevitably leads to the sort of problems which can mar a school trip abroad. Every evening we always insist that children spend one hour in their rooms writing diaries of the days events.

Some of the diaries produced are excellent, others considerably less so, but at least it guarantees that pupils rest quietly for an hour each day. When pupils return home, they are all given one month to produce a combined diary and project related to the aspects of the visit which they have particularly enjoyed. An evening reunion is then held for them and their families and prizes are handed out for the best projects. By then, the planning for the next trip will be well under way.

Mr Bryan Lewis is head of Classics at Daniel Stewart's and Melville College in Edinburgh.

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Powerhouse of the intellect

Tom Hastie in search of Anglo-Saxon roots

"The popular but incorrect view is that Norman culture in 1066 was superior to that of England. Actually, the contrary is true. The epoch of Edward the Confessor was overcivilized; the English preferred art, learning and farming to the use of weapons." Those bold, uncompromising words appear in Byrher's preface to her historical novel, *This January Tale* about the siege of Exeter by the Normans in 1068. They come as a refreshing contrast to the standard accounts of the Norman Conquest, which is presented as a civilizing crusade to introduce the benighted Anglo-Saxons to the benefits of law and learning. What rubbish!

The much-vaunted Carolingian "renaissance" of the eighth century was largely achieved because Charlemagne imported Italian and Englishmen as scholars of international repute to be his leaders. Alcuin of York (735-804), a pre-eminent figure in European learning, was invited to be one of the Charlemagne's senior advisers and remained at this court for many years.

The English reputation for learning goes back to the previous century, to the time of Bede, one of the greatest scholars ever. Books poured from his quill, books on a wide range of subjects, books which could not have been written by a man who never left Tyneside (except for one visit to Lindisfarne and another to York) without the aid of an extensive library, for he quotes about 80 authors in the course of his own work.

Such a library existed at the twin monasteries of St Peter at Wearmouth and St Paul at Jarrow. We are so accustomed today to thinking of Tyneside merely as a great industrial centre during the past 250 years that it is hard to believe that it was once a powerhouse of the intellect well over a thousand years ago, that it was in fact a forerunner of Oxford and Cambridge.

Those who would like to find out more about that period of our Anglo-Saxon history would be well advised to begin their pilgrimage at Jarrow. Motorists should leave the roundabout at the southern end of the Tyne Tunnel approach road by the A185 for Jarrow and look out for the signs "St Paul's Church" and "Jarrow Hall", a hundred yards or so further on. The road takes one past a BP depot with rows of grubby storage tanks, each full, no doubt of what is to many people today the Holy Spirit. Look out for Jarrow Hall on the left, a Georgian house now housing the Bede Monastery Museum, which helps visitors to understand what they are looking at when they move on to the site of the monastery itself a couple of hundred yards further on.

The Museum, tells the story of Northumbrian Anglo-Saxon monastic life by means of some excellent displays of captioned illustrations and photographs, models and excavated relics. Among these last are several pieces of brightly coloured glass, considered by some authorities to be among the earliest in Europe. One of the most interesting of the exhibits is a replica of the Codex Amiatinus, the oldest complete Bible in existence and which was written at the monastery. Its pages, which measure 27 inches by 20 inches, have a total thickness of 10½ inches,

required the hides of 515 calves to provide the necessary fine vellum for the scribes. Its total weight when bound was an astonishing 75½ lb. Abbot Ceolfrid set out in 716 to take it to the Pope as a present, but he died in France on the way. For centuries the Bible was kept in the monastery of Monte Amiata near Siena (hence its name) till it was removed in 1792 to the Laurentian Library in Florence.

There is also a fine model of the monastery when it was a busy, living community, a fact of which one needs to be reminded when one visits the actual site and finds a jumble of broken walls and doorways alongside St Paul's Church. The museum also has a pleasant refreshments room and a shop with souvenir items, books and tapes of monastic choral works.

The church of St Paul consists of the original Anglo-Saxon church, now the chancel, a modern nave rebuilt in 1866, and an early Norman tower. Above the western arch of the tower is the original dedication stone whose inscription tells us that the church was formally dedicated on April 23, 685.

One cannot visit St Paul's at Jarrow without visiting its twin, St Peter's at Monkwearmouth. Return to the A1 and head south to the A184. After about four miles it joins the A1018 and about a mile and half further on, St Peter's may be seen on the left, down towards the north bank of the Wear.

The church's tower is Saxon and its porch offers a unique example of Saxon barrel vaulting. The chancel is 14th century and only the west wall of the nave dates from the Saxon period, but none the less the mood and feel of the building is Saxon.

Here, too, as at Jarrow, it is advisable to look at the exhibition first before looking at the church. The exhibition is in the Chapter House on the north side of the church and was opened in 1974 to commemorate the church's 1,300th anniversary. It tells the story of the monastery's early days, setting them in their historical context. There is also an amusing slide and tape programme which deals with two true incidents involving the monastery in the 15th century and which shows that monks, like the rest of us, find it difficult to turn the other cheek to malefactors.

If you want to finish off your Anglo-Saxon ecclesiastical tour of Northumbria by seeing the oldest church in England still in use as a parish church, then you must visit Escomb, 20 miles south-west of Monkwearmouth as the crow flies, and about a couple of miles west of Bishop Auckland via the B6282. Built in the seventh century, it is a splendid example of Anglo-Saxon church architecture, narrow but high, simple but dignified. It even has the oldest Anglo-Saxon sundial in the country still in its original position.

Those interested in exploring their Anglo-Saxon heritage couldn't do much better than spend some time in Northumbria, even for a short winter break if the weather is mild. Information about places to visit and where to stay is available on request from the Northumbria Tourist Board, 9 Osborne Terrace, Newcastle upon Tyne, NE2 1NT.



In the Urubamba valley, sacred to the Incas

Thin air and white water

Diane Spencer goes to Peru

The pilot banked the 727 as though it was a light aircraft and pointed to the right way down among the terrifying high mountains. A small horse-shoe shape was just discernible flanked by a familiar conical hill: our first glimpse of Machu Picchu, the fabled Inca city.

Then the snow-capped peak of Sacsaycambi, nearly 20,000ft, loomed ahead, frighteningly close. The pilot, who had obligingly diverted the plane to show us this famous site, was still catching a last glimpse. I tapped him on the shoulder and said: "You look rather worried, don't you?" He turned round and laughed when this was translated.

Too petrified to move and marvelling at the scenery, I stayed in the cockpit until we landed at Cusco, the old Inca capital of Peru, 11,800ft up, at 8 o'clock in the morning. An exciting introduction.

Cusco is only an hour from Lima, the capital, by air, but as long as a week away by road. The air is thin. We were warned not to be too energetic at first, or to eat a lot. A welcoming cup of *mate de coca* (a legal substance derived from the coca plant brewed like tea and an antidote to altitude sickness) awaited us at the stately Hotel Libertador.

Fortunately none of our party suffered the more severe effects of the height—nausea, headaches and insomnia—but our pace was noticeably slower at first as we puffed our way up the slightest hill.

Peru is a land not only of mountains and desert, but of steps. The Incas, having failed to invent the wheel, used them to negotiate the trickier bits up the mountains, and their temples and cities are full of them: good for the leg muscles.

Just before dusk that day we reached Ollantaytambo, a massive fortress with a village unchanged since Inca times at its base. The walls of the houses, in irregular, smooth blocks, were designed, like all Inca buildings, to withstand earthquakes. By nightfall the inhabitants were driving their goats and cows home, the tiny square bells came alive with children, and water flowed in stone channels aside the narrow streets as it did before the conquistadores arrived.

Back to the modern comfort of the Alhambra III hotel for dinner, drinks round a blazing fire in the courtyard under the stars and a blissfully early night. (Peru is unfortunately a jarring country to reach: 25 hours with tedious waits in airport lounges; then a six-hour time warp.)

Our hosts, Exodus Expeditions, specialize in adventure holidays, so apart from the culture, we were invited, or should I say compelled, to sample some river rafting—sometimes called "white water rafting" because that's what it looks like as it spills and boils round rocks and waterfalls.

Machu Picchu, was scheduled for the following day. As I don't want to die,

just then, "No you can't stay in the minibus."

Exodus clients usually spend a couple of days or so on the Urubamba river which flows through the sacred valley, and so have time to practise before they hit the rapids. For us it was a five-minute lesson.

Dressed in crash helmets, life jackets, shorts and T-shirts (you'll get wet, they said and they were right) we listened to our captain's instructions. They were simple: back, forward, stop—paddling that is—and were to be obeyed instantly. No margin for error out there.

The rubber raft had a slim rope slung from bow to stern to be grasped in dire need. The crew of six sat on the inflated edge of the raft and tucked one toe under a canvas strip fastened to the slatted deck boards.

As I had shown such abject cowardice I was allowed to sit in the middle and hang on to the rope—at least for the first set of rapids. The scenery, as it spun round our heads, was spectacular. The sun burned our legs, drying icy water on our clothes.

A huge rock suddenly got in our way; the raft reared up on it and for a moment we were suspended. The only experienced crewman other than the captain, shoved us off in the nick of time and we plunged with a stomach-churning splash into the calmer waters below.

Just as I was thinking I'd got off lightly, our captain asked me to sit on the side of the raft and take a paddle for the second set of rapids. "Not as long but quite fierce," the scouts had reported during the refreshment break.

Gulp! Despite an alarming change in the current, which swung the raft dangerously close to an overhanging rock on the bank (and to taking my head off) we all emerged unscathed into the placid waters beyond the last waterfall.

The rest of the trip might have been an anti-climax: how could you follow a flight among the Andes and being hurled down rapids in the space of 30 hours?

But Peru is a land of surprises. Any traveller worth his/her salt knows about Machu Picchu—only superlatives will do. The train journey is also well documented. So I will say no more than it is magical, especially if the weather is kind enough for you to view the equatorial stars in the basin above the ruined city, and to see the sunrise. Unfortunately most tourists spend only one day there. Our hosts arrange an overnight stay: better still, they organize a three-day trek along the Inca trail to reach the city with the minimum of discomfort. Other people cook and carry the heavy luggage for you. Reasonable fitness is the only criterion.

After the chilly nights in and around Cusco, we were looking forward to a couple of days in the Tambopata National Reserve, four hours journey by river (a tributary of the Amazon) to a steamy heat.

But another surprise. Now again a wind blows from the mountains over the Puerto Maldonado area where the plane lands. It is called the *frío* wind—the refrigerator. It blows the whole of the time we were there. We shivered our way up and down the river in the open boat, huddled in ponchos and sweaters pushed bought in Cusco market for the British winter.

The cold weather kept the most interesting animals in their nests and burrows, it seemed, as we tramped along the muddy high banks. One of the four resident naturalists showed us where they had found a 14ft anaconda digesting its meal in a shallow stream. It was there for three days.

The ants were out in force: columns of army ants marched across our path. They occasionally decide to march straight through the main building of the reserve. Last time they ate all the cockroaches and left the food alone. After sunset we went alligator-wading on the river. With the aid of torches, a three-foot cayman, dragged by the light, was caught and brought to the bank. It was a magnificent sight and popped back into the water. Local men who were not shy enough to catch one any older. They grow to be about 15ft.

And so back to Lima. The capital has a faded air of grandeur with its Spanish colonial architecture and crumbling. Because of a cold offshore current, a permanent cloud hangs over the city, though it rarely rains. Unemployment is high but peasants flock to leave the land and flock to the city for the good life. So streets are crowded, as people actually live in them and sleep in the squares.

Money belts are essential, as theft is all too common. Apart from the famous Old Museum, visitors should make their way to the Museo de la Inca, the Herrera Museum, where they will find a fascinating room full of Inca people and animals doing naughty things as changed as far as sex goes in the last 2,000 years!

Travel notes: Exodus Expeditions, All Saints Passage, 100 Wandsworth, High Street, London SW18 4LE.

Twenty-four days in August cost about £1,800 which includes nearly all food and all accommodation, rafting, the Inca trail, Lake Titicaca, the jungle, Cusco and Lima.

Food and drink excellent. In Lima, *ceviche*, raw fish marinated in lime juice, is a delicious dish. I avoided the local *caja de china* (a quinine pig which looked like a brown rabbit on the plate). *Pisco* is the national drink: a potent but not a reminder of rocket fuel, but mixed with lemon juice, sugar and egg white it is delicious. Beer is good too, but not as good as the local *caja de china*.

Portugal, being one of the poorest countries in Europe, is consequently the cheapest to visitors, even to the British. Good leather shoes cost about half what they do in the UK. And we had three course meals with wine and coffee for less than £4 a head.

It has to be said that the Portuguese do not approach food with the high seriousness of the French (but then, who does?). Meals are not gastronomic experiences, though robust and varied and palatable wine is cheap. The "national" soup is *calde verde*, compound of cabbage and potato. Once we ordered a "country-style" soup to start a meal: this turned out to be five great hunks of bread sodden in broth with a poached egg on top. Unsuitable. Fish is best of all, not surprisingly in a seafaring race.

Bacalhau—dried salt cod, another national speciality—may be an acquired taste, but there are lobsters, hake, sea bass, giant prawns fried in butter, grilled tuna and swordfish. Every menu has about a dozen "fish of the day". Diners are provided with a wooden block and mallet to smash up the more horrendous looking crabs. And *lulas* (squid) come entire, a heap of quivering tentacles. When we sought assistance in translating a long list of *peixe* (fish), we were brought a tray of deep sea specimens which were prodded and explained. Now can you imagine that happening in London?

Portuguese people have none of the exuberance of Latins. They are dignified, courteous and helpful without being in the least servile; they are also markedly un-mercenary. Their language looks like Spanish but does not sound at all like it. Our efforts at speaking a few rehearsed phrases were appreciated but not always understood. Almost everybody has some English.

A city at one's feet

Sea-fresh air and sunshine make Lisbon ideal for a winter break

by David Anderson

Unseasonable sunshine and an interesting environment was what we sought for a winter week's holiday, which ruled out beach resorts offering reduced prices in deserted concrete blocks. We chose Lisbon as being sufficiently foreign and found that this charming city had more things worth seeing than we could cram into the time. We were also more lucky than we knew: dazzling weather made it possible to lunch in pavement restaurants in the middle of December.

The ancient port of Lisbon lies heaped up along a hilly 20-mile arc of the River Tagus. Most of its waterfront is ducks, with few concessions to the promenade. Viewed from the river ferryboats, the city has both a Mediterranean and a North African air, with palms, cypresses and purple bougainvillea appearing above colour-washed walls.

An earthquake in 1755 devastated the entire centre, which enabled the rebuilders to create the harmonious 18th-century checkerboard of wide streets and inter-related squares. Piled up to the east of centre and built on rock which no earthquake could budge, is the old medieval quarter of Alfama, crowned by the crenellations of St George's Castle.

Alfama is a cobbled warren of alleysways, stairways and dead-ends, mostly unrecognisable by car. It is full of dark little bars, shops, fish stalls, fruit stalls. Everywhere you have to duck under washing hung out to dry. The Portuguese must be the cleanest people anywhere. Even in the Alfama, where you might expect a few pungent odours, the air is clean and sea-fresh, with a hint of woodsmoke.

St George's Castle is a ruin of superimposed history from Roman times. There is no longer any actual castle, just a series of courtyards and gardens with ponds containing exotic waterfowl. Ripe fruit hangs orange and lemon trees. Every visitor should come here first to see the panorama of the city laid at one's feet from the battlements: undulating tiled roofs punctuated by white domes of churches, sweep of river, green wooded hills of countryside beyond.

From here the coherent plan of the place is most apparent. The sense is of a different age altogether, and you realize that at its heart no tower blocks intrude.

To the west is another piled-up district, the Bairro Alto, but because this is a smart shopping area, assistance is given in scaling the cliffs. You may choose between an elevator designed in the last century by M Eiffel of Paris, and eccentric little funicular trolley cars which grind their way up near-perpendicular alleys.

This sudden change of level can be disconcerting. What appears on the map as a straight street can plunge down at a dizzy angle and ascend the other side in a flight of steps. A walk about Lisbon is never dull. From all parts and levels you get your bearings from sudden glimpses of that great shining sheet of water, with its screeching gulls and ferryboats, tankers, freighters, tugs. When you get hopelessly lost, there are always plenty of taxis, green-roofed saloon cars which whisk you to any part of old Lisbon for the equivalent of 50p.

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Lunchtime street scene in Alfama in Lisbon's medieval quarter

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Lisbon has such a wealth of churches and museums that one has to make a list of "musts" during a short stay. The 32-page guide put out by the tourist office, *What's On in Lisbon*, is a great help in choosing, giving detailed information on everything cultural, as well as nightspots, restaurants and excursions.

Of the churches, Sao Vincent has cloisters lined with historic blue and white tiles and the tombs of the royal Braganza family; Sao Roque has numerous chapels lavishly decorated with precious stones; the cathedral is basically 12th century. Top museum has to be the Gulbenkian, which houses the Armenian billionaire's incredible collection. Egyptian sculptures go back to 2700 BC; there are Rembrandts, Chatsworths, Turners; one room is devoted entirely to Gaudi's views of Venice.

The country's most renowned product is quality-controlled by the Port Wine Institute. In a luxuriously appointed old palace you may respectfully select from 160 different types of port, by the glass or by the bottle. Prices start at 120p—glass, of course! For £4 you can sample stuff that has been maturing for half a century. Recently opened, the Institute is becoming one of Lisbon's smartest drinking places: not all the taxi drivers have heard of it yet.

Portugal's own special entertainment is fado singing, to be heard in special bars and restaurants. Fado originates in Brazil and is variously

said to be about doom, destiny, or the state of the soul. It is vigorous and passionate, accompanied by an intricate melody plucked out on a six-stringed guitar.

About six kilometres west of the city centre is Belem (Belchehen) where land reclaimed from the river is laid out as elegant parks and nurseries. Here is the Portuguese president's palace and several important museums. But Belem has two things which should not be missed.

First is the monastery of Jeronimos, one of Europe's most impressive religious buildings, built by Manuel I in the 14th century with the riches his ships brought back from the newly-discovered east. Vasco da Gama is buried here. Second is the Tower of Belem, a Moorish-style jewel in elaborately carved white stone standing in the water, from which all the great explorers set out and to which they returned.

Further west is the Portuguese Riviera. Frequent commuter trains from the centre take you to the end of the line in half an hour for a fare of about 35p. Past docks and dull suburbs you suddenly come to the open Atlantic, with high-propped boats fishing on the sandbanks. Estoril station is right on the beach. On the other side of the road is the casino, the big highlight for this whole region. Here you may dine, dance, watch films or gamble into the small hours.

A mile further on is Cascais, trying hard to remain a picturesque fishing port but inexorably becoming a smart resort with good shops, large hotels and numerous restaurants. In December about half these were open.

A much older summer resort and with a very different atmosphere is inland. Sintra, an hour from Lisbon by train, is a place of dramatic beauty. Fantastic palaces appear among forested crags. Lord Byron came here on his way to Greece and made it the starting point of Childe Harold's Pilgrimage. Right in the centre of this exotic spa is the Royal Palace, summer retreat of Portuguese kings from the 14th century right up to 1910. It is a fascinating medley of styles, beautiful and individual. Whole walls are covered with ancient lovely tiles.

Onwards and upwards—1,500 feet above sea level—through a tropical forest garden, is Pena Palace, built by a Count in the last century for his princess. It is a crazy Wagnerian Disneyland, complete with the ugly furnishings of the period. Views from the upper terraces and belvederes sweep from Lisbon to the Atlantic.

We travelled to Lisbon with Sovereign, who specialize in long weekends and winter breaks in various European cities. Our December week cost £188 each for the flight and bed and breakfast in a most delightful pension, York House, a 16th century convent built around an exquisite courtyard and furnished with antiques in traditional Portuguese style. The same week at the Ritz Intercontinental would have been £283. These prices rise as spring approaches, to £195 and 272 respectively in March.

For detailed information in a compact form, the Berlitz pocket guide to Lisbon (Cassell £2.48) is first class.

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For detailed information in a compact form, the Berlitz pocket guide to Lisbon (Cassell £2.48) is first class.



0155

Going on about Goa

by Angela Humphery

High on the second floor of the Fathers' residence in the Basilica of Bom Jesus in Old Goa there is a unique "lighthouse". It doesn't guide ships but it does guide the youth of Goa, irrespective of caste or creed.

The lighthouse-keeper is the venerable patriarch, Father George D'Sa, who has held the job for the past 18 years. Amiable and energetic, this grey-haired Jesuit radiates an youthful light. He is director of the Youth Retreat Movement which runs three-day group retreats from June to September every year and, so far, over 34,000 students have passed through the lighthouse.

Built in the 16th century, the Bom Jesus Basilica is the most famous of Goa's churches and one of the most sumptuously adorned churches in India.

The body of St Francis Xavier, who died in Macau and was brought to Goa in 1544, lies here at one of the holiest shrines in all Christendom in a silver mausoleum on a pedestal of many-coloured marbles. The relics are exposed to public view only once every 10 years, the most recent and possibly the last exposition being in 1984.

In St Francis's time Goa was regarded as one of the wonders of the world. Larger than Lisbon and even the London of its time, titles such as "The Rome of Asia", "Pearl of the Orient" and "Golden Goa" were coined to describe this Portuguese colony.

Today Goa is a surprising place. In the midst of India you suddenly come upon the Mediterranean with picturesque villages built around whitewashed churches and plazas covered with bougainvillea. Roads bear names like Rua de Conde Torres, Nova and Avenida Sagrado Coracao de Jesus and, naturally, each afternoon the siesta is observed.

The blending of the two cultures, Portuguese and Indian, is apparent everywhere. At every turn there are little roadside churches erected by Christian Goans, just as their Hindu ancestors built little temples, both decorated with the same bright orange marigolds. The figures of travellers carved into the altars of Goa's cathedrals have Indian faces and the young girls going to church wear black lace mantillas, but the language of their Mass is the native Konkani.

Standing high on a hill north of the

capital city of Panjim lie the ruins of a 17th-century Portuguese fortress from where you can see the whole of Goa, with its miles of golden beaches spread before you, all set in a lush, tropical landscape.

called travellers. The magical months in Goa are from October to February but with the onset of the monsoon season, when there is far and jelly-fish on the beaches and the sea is brown and cloudy with churned-up sand, they



In Goa fish and shellfish are both fresh and plentiful. Women in Calangute fish market.

Panjim is a small town standing on the left bank of the Mandovi River 250 miles south of Bombay, a one-hour flight or a leisurely 21 hours by boat. East of Panjim is Velha Goa (Old Goa), the 16th-century Portuguese capital. Once a magnificent city of cathedrals, colleges and opulent homes, Old Goa was abandoned in 1760 because of a succession of epidemics.

Along with Daman and Diu, two other Portuguese enclaves to the north, Goa was liberated from the Portuguese on December 19, 1961 after 451 years of colonial rule.

The most recent invaders to reach Goa's shores are the hippies, now

depart for Ibiza, Bali or Katmandu. Some have become latter-day remittance men, living on money sent from home, while others make macramé belts and bags and leather sandals or trade in *ganga* (marijuana), which they sell in the Hippie Market held every Wednesday on Anjuna Beach.

With over 60 miles of beaches, there is somewhere to suit everyone. Calangute became the travellers' choice in the Sixties and early Seventies but it isn't the best or the most beautiful and lacks the shade of the swaying palms which fringe most of the others. Baga, a little further north, is far superior but most of the travellers these days head for Anjuna or Chapora, staying in

rented houses scattered among the coconut plantations. But it is Colva which is little short of paradise, with over 300 miles of unspoiled white sand, coconut palms and a warm, calm sea. Go a mile in either direction from the village and you'll have the place to yourself. Here travellers sleep on the beach in pale tent "humpies", or rent rooms and fishermen's cottages for just a few rupees.

But as we were spending just a few nights in Goa on route to Mysore, we decided to do it in style at the Fort Aguada Beach Resort, a five-star hotel south of Calangute. Built within the ramparts of the Portuguese Aguarda Fort, it has both rooms and individual cottages, plus a swimming pool, tennis courts and shops.

It was here that Mrs Gandhi and Mr Thatcher stayed in November 1980 after the Commonwealth Prime Ministers' Conference and in the Visitor Book I saw that Mrs T had written "A perfect visit - wonderful hotel, excellent food and marvellous service".

At Dabolim airport we were met by a pretty green-eyed Goan girl who hung garlands of sweet-smelling jasmine about our shoulders and welcomed us to the hotel.

Along the roadside, smiling school-girls waved at us while their mothers wearing brilliant coloured saris were bent double working in the bright green paddy fields. Water-buffaloes (known here as "speed-breakers") goats and dogs lay stretched out in the middle of the road and pigs and piglets foraged around the village houses.

The Catholic missionaries were bad news for the pigs because, whereas Hindus and Muslims are forbidden to eat pork, they introduced it here and now pork *vindaloo* is one of the local specialties.

With the Arabian Sea lapping its coastline, fish and shellfish are both fresh and plentiful and we lunched on freshly-made prawns in the hotel's Sea Shell restaurant.

Coconuts and cashew nuts are what Goa what peanuts and pecan nuts are to the southern states of the US. The coconut is used in many dishes and the majority of Goan sweets use the milk, the most famous confection being the delicious *bebinca*, while a potent alcoholic brew called *feni* is made from the cashew. Its popularity well and truly demonstrated by the numerous taverns in every town and village.

Goa may not quite be a paradise on earth but I'm nuts about it.

For further information contact: Government of India Tourist Office, 7 Court Street, London W1X 2AB. Tel: 01-473 3577.

Candyfloss and culture

Christopher Portway introduces Romania's Black Sea coast and the Danube Delta

Romania is still being discovered as a holiday country: for long it was held back for tourist development by the fear and suspicions generated by the Cold War. Like its neighbours, Bulgaria and Hungary - though not Yugoslavia - it remains suspect in the minds of those loathe to venture behind the Iron Curtain. Happily this is lessening as potential visitors from the West realize what holiday bargains can be obtained from the socialist countries and what beautiful unspoiled countryside awaits them there.

A very large percentage of those who holiday in Romania from both East and West find their way to the Black Sea resorts. This, to my mind, is a pity, not because there is anything wrong with the area - for those who just want sand, sea and sun it's heaven - but for the simple reason that there's so much to see and do elsewhere in this attractive country.

The port of Constanta divides the resorts of Romania's Black Sea coast. It is a pleasant city, holding many Greek and Roman remains with traces of the ancient port between two gulches of the present very considerable port. Seven hundred square metres of Roman mosaic pavement is also to be seen, as well as a Genoese lighthouse.

Most visitors to Constanta want to see the mosque in Auzelzer Street built in 1910 on the site of an older mosque. It has a minaret 50ft high from which a fine view of the town and port can be obtained. Another favourite is the aquarium opposite a casino no longer used for gambling; the only operational casino in the country is at nearby Mamaia, where foreigners are allowed - even encouraged - to dispose of their hard currency.

Once known as Tomis, the great Latin poet, Ovid, was exiled in Constanta, and the authorities have made the most of the town's association with their former illustrious resident - in spite of the fact that he made every effort to leave it. When I was there last June the city was full of United States sailors on a Sixth Fleet courtesy visit; all plainly under strict orders to behave themselves.

Further west along the coast is Mangalia, near the Bulgarian border. Here is another town full of ancient history - the Greeks called it Callatis - with little remains to ponder upon. It is a lively little seaside resort where one can mix culture with candyfloss. Further north is Histria, the oldest colony on Romanian territory settled by Greek colonists of Ionian origin in the 7th century BC. There are only ruins here, alone and isolated but spectacularly-situated, overlooking the blue Black Sea.

Between these three points lie the modern resorts of Mamaia, Eforie, Neptun, Jupiter, Venus and Saturn, with a host of smaller, less standard hotels; beach yellow and speckled with clean beaches and a generally warm sea. Mamaia is the oldest with the added attraction of being between the sea and a lake.

Romania is well-endowed with nature's gifts; it has mountains, hills, sea, and the Danube Delta - and this last is something very special indeed. River mouths are invariably places of interest, but few are so fascinating as this environmental system, unique in Europe.

The river itself, in all its reaches, is one to quicken the pulse of any traveller, whether it be flowing sedately through Vienna or Budapest or tumbling angrily through Yugoslavia's "Iron Gates".

Once upon a time it emptied itself into the Black Sea in a single wide channel at a point near Constanta, but many years ago it found a new course to the east, there to spread across the low-lying land and probe a way to the sea by way of a multitude of channels like the ribs of a giant fan.

It was only as recently as 1856 - and, surprisingly, by an Englishman - that the tortuous streams and watercourses that make up the vast area - nearly 4,000 square miles - were at all accurately mapped.

In 514 BC Herodotus of Halicarnassus, "the father of history", stated that at its mouth the Danube split



Pelicans in the Danube delta

into five arms. This was confirmed by the astronomer, geographer and historian, Eratosthenes of Alexandria, around 200 BC while others, through the ages, elaborated upon the original data, increasing the number of river mouths to seven. But not until Captain Spratt drew his map was there a reliable basis for all subsequent surveys of the region.

And it must be said that mapping the Danube Delta is a never-ending task since, every year, the land around the mouths grows by 40 metres and so is in a permanent state of metamorphosis, perpetually modifying in shape and size. This is due to the huge amounts of sediment and alluvial deposits - the raw material for new-born land - that sweeps into the Black Sea at the rate of 3,000 cubic metres per second, or enough to cover a town of 1,500,000 inhabitants in a day. Here, on the youngest land of our European continent, lighthouses at St George and Sulina built during the 19th century are now out of sight of the sea.

The town and port that makes a base for exploring this extraordinary region is Tulcea, once the Roman outpost of Aegyptus and, like Rome, built upon seven hills. Today the former dusty market town has developed into a thriving city of industry and maritime activity; much of the latter now directed at sending visitors into the watery interior of the delta.

Ovid wrote of Tulcea: "There is an old walled city on the Danube with walls so strong it is not easy to reach". Almost nothing remains of the ancient fortifications and the town has become very attainable indeed.

The main channels in the delta are the three named after townships that lie at their further end. These are Chilia the northern arm of 65 miles that, for traffic, is the busiest and whose northern bank forms the border with the Soviet Union, Sulina the shortest and straightest at 45 miles with a number of hotels and camping sites along its length, and the Sfinx Chenage that snakes a tortuous 70 miles.

But it is the secondary network of channels and lakes that gives to this delta region its special allure. Here are lagoons and marshes, brooklets and aquariae, that offer paradise for the fisherman and camper alike: 110 species of fish exist in the brown waters, while birds - including pelicans, eagles, falcons and spoonbills - migrate to the delta from as far afield as Siberia and China.

Otters, mink, muskrats, wild boar, wolf, polecat and wild cat also inhabit the area.

Details from the Romanian National Tourist Office, 77/81 Gloucester Place, London W1. See also *Romanian Journey* by Andrew Mackenzie (Hale).

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Tackling a Grande Randonnée

by Andrew Colley

There are many ways of appreciating France, but for those in search of *La France Profonde* there is no better way than on foot.

The *Comité National des Sentiers de Grande Randonnée* (CNSGR) equivalent to our own Ramblers' Association, has established a system of nearly 450 long-distance footpaths covering a total distance of over 30,000 kms, and giving access to those timeless villages and soaring mountain ranges which France is so richly endowed.

The aim of the CNSGR is not only to encourage walking, but also to support dwindling rural communities in some of the remotest parts of the country. In this it has been particularly successful and the walker is now firmly established as a respected and respectful visitor who brings life and a certain amount of income to these otherwise depopulated areas.

The CNSGR, based at 8, avenue de la République, 75018, Paris, coordinates eight regional associations which maintain the footpaths and facilities in their areas. They also, waymark the routes as an aid to navigation. This is usually done by red and white

appropriately placed boulders or trees, but does not mean that walking has become commercialized in any way for the footpaths follow only existing byways or sheep-tracks. The walker takes paths used for centuries by generations of travellers and hill farmers, and cannot fail to be aware of the historical and agricultural significance of the route he is following.

Each path has a small "Topo-Guide" booklet devoted to it, and these guides are an essential part of the basic equipment needed when tackling a *Grande Randonnée*. They contain a description of the route, large scale maps, details of the accommodation available, as well as glossaries of useful dialect words and information on the wildlife of the region. The "Topo-Guides" are available from McGraw-Hill, 122 Kings Cross Road, London, who act as agents for the CNSGR, and for the *Institut Géographique National*, which produces detailed maps of every region, including the famous 1:50,000 scale maps of the whole of France, on which major roads are only faintly sketched and footpaths drawn boldly.

For those with a love of high routes through summer snowfields, there are the paths of the Alps, although it is perhaps best to have gained experience of the less taxing lowland walks before embarking on an expedition into the mountains. The paths are steep but the rewards are spectacular, especially on the popular *Tour du Mont Blanc*, which circles the great mountain and passes through France, Switzerland and Italy. However, the number of walkers in this region means that many of the mountain huts will be crowded between July and September.

map that the armchair backpacker will see the full potential for a walking holiday in France.

So which is the best area for prospective *randonneurs* on their first excursion? The choice is enormous. There are footpaths in every part of the country, but a good place to start might be in the Massif Central with its gentle hills and warm-hearted inhabitants. Travelling on foot through the red volcanic outcrops of the Auvergne, or further south over the dry stone of the Cevennes, one cannot but be aware of the great depopulation which has occurred over the last few decades, leaving the paths strewn with ruined farm buildings and half deserted villages.

Yet the greatest pleasure will still be derived from contact with men and women who live close to the land, producing the food for which their regions are famous, and always greeting you at the end of the day with a gentle shake of the hand.

Many of the paths follow the routes of the *transhumance*, the annual movement of livestock from high to low pastures, and on some days the walker will only have to make way for small herds of wild horses being driven by a solitary farmer.

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different character there are the Pyrenees, where it is usually best to venture out only around dawn and in the early evening, leaving the hottest part of the day for a siesta by a fresh water spring.

The *Grande Randonnée 10* stretches from the Mediterranean to the Atlantic, often following the frontier ridge for miles on end at over 8,000ft, with France and Spain dropping away on either side. In the evening one can always descend into the valleys and find the vestiges of a life-style and *petits villages* unchanged for centuries. Yet it is not necessary to travel so far south to find such spectacular walks.

In Brittany, for example, there are coastal paths as breathtaking as our own, and there is a project at the moment to extend a path from Belgium through the Dordogne, and into Spain. There are even paths around Paris and the *lie de France* which what many rural communities ignored by motorists' guide books.

Above all, one can usually travel light and it will not always be necessary to carry a tent. Most routes are well provided with *gîtes d'étape* or mountain huts, at a day's walk from each other, where one can stay for no more than a few francs. A *gîte d'étape* can be a mere hay-loft, shepherd's hut, or a purpose built house, but it will be equipped with at least a mattress and a hot shower. Bookings for small groups can be made in advance by writing to the proprietor, usually a local farmer, whose address is given in the appropriate "Topo-Guide".

There can be few countries which offer so much to the enthusiastic walker, and the French have a saying which sums this up well: *La France, c'est la randonnée*. - a summer walk is to feel free. Spend a summer on a *Grande Randonnée* and you will feel which will be the best of the two.

What's in a name?

Robin Mead explores the Potteries and discovers Alton Towers

There is a pretty phrase by which the Potteries – not, you will agree, the most attractive-sounding corner of England – have elected to describe themselves of late. In an attempt to get their fair share of visitors, instead of "The Potteries" they have taken to calling themselves "The back door to the Peak District".

This expression is intended to draw attention to the fact that there is some very wild and beautiful countryside indeed within half-an-hour's drive or so of the six towns which today form the somewhat industrialized conglomeration of Stoke-on-Trent, handily situated just off the M6.

But Stoke-on-Trent itself – immortalized in literature as Arnold Bennett's "five towns" – is well worth a little exploration in its own right. Bennett may have reduced their number by one, and changed their names a little (so that Burslem, for example, became Bursley), but the six – Stoke, Burslem, Tunstall, Longton, Fenton and Hanley – are a living and working memorial to a particularly glorious part of British industrial history.

Unfortunately, the words "industrial history" are about as tempting to the tourist as the words "Stoke-on-Trent". Which is a pity, for the varied attractions of the area which has Stoke as its heart make it an ideal centre for a short family break.

From Stoke itself (where the North Stafford Hotel, right opposite the railway station, is a smart and comfortable base), anyone with youngsters to keep amused should follow the signposts to Alton Towers. This is something of an adventure in itself, for the signposts are many and the directions they give are sometimes contrary to one another.

The reason is that Alton Towers, Britain's answer to Disneyland and the other famous American theme parks and playgrounds, suffers from limited access along minor roads. So deliberate attempts are made to split up the streams of cars and coaches heading to Alton Towers from points as far apart

as Edinburgh and Exeter, Glasgow and Guildford.

This little voyage of exploration is worthwhile in itself. Alton Towers is an extraordinary place: a world-class leisure park in the 800 acres of grounds and gardens of what was once the largest private home in Europe. Much of the house, on the edge of the Peak District, is now in ruins, but the park – after £40 million of investment and the exercising of a great deal of entrepreneurial flair – is a playground from which it will be difficult to drag any youngsters with whom you may be travelling.

It is operated on the same principle as the major American leisure parks. You pay once, as you enter (£3.99), and can then go on as many of the thrill-packed rides and other attractions as you like without further charge. And the rides are momentous: they include the giant "Corkscrew" roller-coaster, which first put Alton Towers on the entertainment map; the world's biggest Log Flume water ride; and the "Black Hole" – a terrifying ride which takes place in total darkness and is definitely not for the faint-hearted.

Those with less hardy constitutions, however, will still find plenty to fill their time. There are non-stop circus performances, lots of side-shows, and of course the 300 acres of beautifully landscaped and totally unspoiled gardens.

If you have been to any of the major American leisure parks – a concept which it is easy to dislike in the abstract, but which is curiously addictive – you may feel that Alton Park compares with the best. It is a marvelous day out for all the family.

For contrast, you can cross the Weaver Hills in the Peak District proper, and perhaps walk or cycle (there are bicycles for hire locally) along the disused railway track in the Manifold Valley. And in the half-hidden valley of Dove Dale, the Isak Walton Hotel waits to provide sustenance and perhaps a bed for the night in old-fashioned but comfortable surroundings (the prices are old-fashioned, too). Here again the walking, motoring and (as the name of the hotel suggests) the fishing are excellent.

Buxton, and the rest of the Peak District, lie to the north-east; Sheffield to the north-west; and the Trent Valley to the west. One could spend a week or more in this area, which is full of attractions both man-made and natural.

But, if time is limited, you should head back towards Stoke-on-Trent and its heritage as Britain's pottery-making centre through the ages.

For an area to make pottery it needs clay, water, and coal to fire the furnaces. The six towns have them all; but today the famous names of pottery-making have been condensed into a trio of conglomerates: Royal Worcester-Spode, Royal Doulton (which includes Minton and Royal Crown Derby), and Wedgwood (which includes Coalport).

All the principal potteries are open to visitors, although Wedgwood – with its magnificent visitor centre – is probably the most welcoming and enjoyable. But, before taking a look at how pottery is made today (and perhaps investing in a few examples of the product), it is worth stopping off at the Gladstone Museum in Longton, which is a living and working museum of the pottery's craft.

Spectacular bottle ovens dominate this atmospheric Victorian pottery, where the traditional skills are demonstrated alongside displays of craftsmanship through the ages. The museum is open daily during the summer, all except Mondays from October to March, and there is an entrance fee of £1.

It is a "taster" for the even more spectacular displays in the modern city museum in Stoke itself. But a visit to one of the modern potteries, like the Wedgwood complex in Barlaston, is an essential and extremely memorable part of any tour of this area.

Overseas visitors flock to Wedgwood, where modern pottery-making is demonstrated and examples of the firm's traditional craftsmanship through the ages are shown. They look, too, to the shop on the premises. Although they could buy just as easily (and just as cheaply) in any major London store, seeing the work that goes into a single plate or cup seems to act as a spur when it comes to snapping up a handful of souvenirs of your visit.

Quite why Britons are not to be found there in similar numbers is something of a mystery. Indeed, it is hard to escape the conclusion that those who have not been to this area as a whole are missing out.

It is an oddly self-contained corner of the country, proud of its continuing traditions and craftsmanship, and obviously comparatively little affected by such things as industrial decline or recession.

I understand why it is trying to change its name and its image, but I regret it. I think that, whatever its geographical location and its apparent drawbacks, the area should stand up and shout out loud that it is today no more and no less than what it has always been: the Potteries.



Throwing: the oldest and most skilful of all pottery crafts to be seen at the Wedgwood factory at Barlaston.

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Further information: The Heart of England Tourist Board, Old Bank House, Bank Street, Worcester WR1 8EW. Telephone 0900 38811.

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Nights in Tunisia

The Berlitz Travel Guide. Russell £2.45, 0 02 969550 3. Tunisia: a Holiday Guide. By Michael Tomkinson. Michael Tomkinson £3.95, 0 905500 02 4.

The Rough Guide To Tunisia. By Peter Morris and Charles Farr. Routledge & Kegan Paul £3.95, 0 7102 0148 6.

Tunisia, A Pocket Guide. By H Jerbi. Available only in Tunisia. £2.00.

Tunisia, the smallest North African country bordering the Mediterranean, may not seem to hold the obvious allure for cultural visits that "Great Egypt" does, yet there are a large number of Phoenician and Roman sites, many preservation areas of sea and land given to studying wild life, International Arts Festivals, an ancient indigenous culture and, of course, sun, beaches and the desert.

Berlitz Travel Guide gently whets the appetite and reassures the anxious first-time traveller on a package deal. It gives no list of hotels or restaurants but it does offer a clear, interesting outline of history, customs, and places to visit; it covers souvenirs, food, and details on coping with emergencies. Its list of phrases is only in French, although an increasing majority now speak only Arabic. (I found the Berlitz Arabic phrase book and cassette at £8, helpful.)

Tunisia: a Holiday Guide is written by an Arabist in the diplomatic service who knows the country well, but its strength lies in presenting Tunisian history in a lively way. "St Perpetua," he says, "a well-to-do housewife from Tabessa was thrown to the animals on 7 March 203 in the Carthage amphitheatre near to which jazz concerts are now held each summer." He gives a route guide across Tunisia and through all the main towns, and an annotated list of the better hotels. I stayed at some of the cheaper ones and found them fine. He gives a list of useful Arabic phrases; his book is particularly useful to travellers by car, though cars are expensive to hire.

The Rough Guide to Tunisia is primarily for impecunious travellers who want to make contact with the real Tunisia; it is dedicated to "a greater understanding between western and Arab peoples". I found this most comprehensive and down to earth guide – and the only one to mention "Tampax", "contraceptives" and "sexual harassment". It gives a good outline of background and history, adding a reading list including Augustine (who was of course Tunisian), and it makes considerable attempts to communicate the culture and beliefs of the people. There is no route guide except through the Medina in Tunis, but each town is described in detail with an easy-to-follow sketch map, details of transport, places to see and cheap hotels and restaurants. The holy city of Kairouan is very interesting but one sensed that they might have gone through some of the towns rather quickly on a hot day.

Of the hotel list in Tunis, the recommended one-stars were all dead and welcoming but one hotel on the "International list" had been closed for three years. I would not have stayed at any of the cheap hotels listed in Bizerte, but those in Houmt Souk (Djerba) seemed pleasant.

None of these books were very complimentary about local food – couscous, oja, briq or the traditional almond, date and marzipan cakes which I enjoyed. The train service also seemed underestimated. I travelled on suburban and main lines and found them reasonable, regular and polite – but buses which were packed to suffocation, and I could never find a lounge (sharab).

Plane details were not very accurate. I found no budget shops coming Tunisia but Tunis Air (01-734 764) does reductions especially for students and offers a comfortable flight with reserved seats going out. British Caledonian also offers reductions. The main tour operators do reasonable package deals but the Tunisian Travel Bureau (1 Colchester Road, London SW10 01-373 4411) can arrange a special student group visits and conferences.

If by chance you forget to take a guide book you will notice it in Tunisia. A Pocket Guide is available everywhere. This is cheap and particularly good on dishes and the hotels and spiced used. It also gives a list of Arabic phrases and unclassified restaurants.

Katy Hounsell-Robson

Storm clouds

The Untravelled World. By Michael Adams. Quartet £11.95, 0 7043 2449 0.

Michael Adams begins his memoir as he watches dawn break over the valleys and mountains of the Basses Alpes. It was the last day of August, 1939 and "the last complete unspoiled vision of my boyhood". He writes: "From there he enters the Second World War as an airman, only to become a POW for four frustrating years. After the war his life takes a more eventful turn. From a language school in Finland he travels to Paris and then on to Greece, Rome and the United States. On returning to England, Adams is offered a job with the Manchester Guardian, and in the final chapter of this fascinating memoir, the author travels to Egypt where the storm-clouds are gathering over Suez."

"The Untravelled World" of the title is a quotation from Tennyson's *Ulysses*.

A Guide to the Dordogne. By James Bentley (Viking £10.95, 0 670 80090 2). The British have a long and not always happy association with the Dordogne. They devastated it during the Hundred Years War and, more recently, Haig instead has thought of it as a hill station providing excellent food, Romanesque churches and picturesque natives, during the summer months away from the office.

James Bentley describes these features with a wealth of anecdotes, literary and historical as well as personal, and an evident enthusiasm for the pleasures of the region. He includes a gazetteer and a selection of recipes which will be useful when truffles, walnut-oil and goose fat become readily available over here.

Robin Russ

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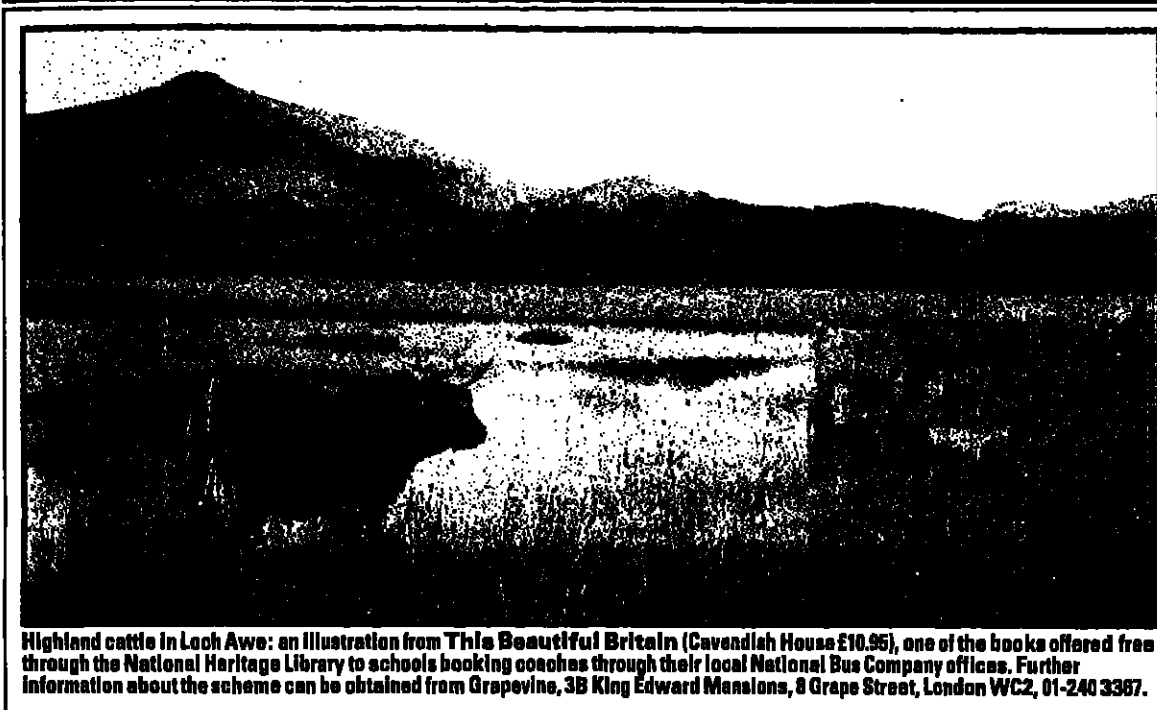
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Highland cattle in Loch Awe: an illustration from *This Beautiful Britain* (Covendish House £10.95), one of the books offered free through the National Heritage Library to schools booking coaches through their local National Bus Company office. Further information about the scheme can be obtained from Grapevine, 38 King Edward Mansions, 8 Grape Street, London WC2, 01-240 3387.

Douce France

by Joanna Lyall

The best guide books enthuse as well as inform and their writers know the value of opinion. "Speak as you find," urged Nestle Roberts in her (1980) *Companion Guide to Normandy* (Collins £5.95) marking down one basilica as "horrible", and "worse than horrible when flooded".

Such candour is rare. For a hugely popular holiday destination (more than five million British visitors a year according to the French Government Tourist Office), France has attracted some very dull, repetitive writing where history, art and architecture have been emphasised to the exclusion of almost every other aspect of life (except, of course, food). The picture of France as a large, dauntingly well-stocked museum persists and there is a worryingly mediocre quality about much travel writing.

One yearns for the landscapes to be peopled and for the writers to get out of their cars and ask about the buildings whose history they describe at such length. Who owns the chateau now and does anyone remember the painter who lived down the road? Or the Nazi massacre? Or the Normandy landings? If someone does not ask soon we will just be left with the plaques.

It is time to recommend Hemingway to visitors to Paris, but should not modern guidebooks make some attempt to describe the feel of the city now? Few make any attempt to convey the rhythms of modern French life, town or country.

Strollers round St-Germain-des-Prés are soon directed to the house where Oscar Wilde found he was dying beyond his means and to the café where the birthplace of existentialism (Deux Magots). But the posters of Marilyn Monroe staring down from every other shop go unremarked. Even the American Express Pocket Guide to Paris (Mitchell Beazley £4.95), one of the best of its type despite repeated misspelling of Mitterrand, offers no clues to the city's current preoccupation with things American.

Pay Sherman's *Coping with France*, (Basil Blackwell £6.95) has some interesting asides like the number of deaths per road user in France ("at least double that of the UK, USA, Sweden and Japan") and the correct flowers to send after a good evening. Chrysanthemums are out because of their association with death and red roses "doubly taboo" since they only express intimate affection but are now identified with the socialist party, "which could be a serious indiscretion". But such points get little space compared with those guidebook staples – plumbing and politeness.

There are however, signs of the traditional format loosening with writers taking a more direct approach to subject and reader. "Please Jean-Pierre don't put all your English-speaking guests together in one corner of the dining room," an Alsace patron is urged in Richard Binns's *French Leave 3* (Chiltern House £5.95). A former accountant who started his own publishing house at his home in Amer-

sham five years ago, Binns has developed a trenchant, highly personal style, showing visitors and visited alike. "If only some Anglo-Saxons would take notice of the skills of cuisiniers rather than the efforts of the decorators," and "if only she would thaw and be a bit more friendly" (of a restaurateur in the Alps).

Binns does not pretend to cater for all tastes but includes a huge amount of detail between maps, glossaries, and lists of wines, favourite chefs and useful phrases. Snaps of jolly-looking chefs outside their restaurants add a contemporary feel. The overall impression is of a lively country recently visited.

Arthur Eperon's guides, equally personal but less detailed, provide summaries of local points of interest along routes of good eating. Unlike Binns, he includes entries on towns and cities and *Le Weekend* (Pan £2.95) has a section on Paris for beginners. Miles Turner's *Paupers' Paris*, now in its second edition (Pan £2.50), makes reliable recommendations on the basis of "sleep cheap and eat well" and provides the only youthful view of the city I have found.

Anyone planning to go to France but unsure of which part, when, or for how long will be helped by the new Fontainebleau Guide in France 1985 (Fontaine/Hachette £9.95, Collins £14) which suggests itineraries for seven, 15 and 21 days stays, and provides much information on special interests: holidays, from chateaux, canals, convents and naturalism to potholing and dog-sleight trekking. Here is the place to find a course on traditional paper making or farms which accept unaccompanied children. It covers the whole country by region with sections on sights followed by lists of hotels and restaurants. But, initially at least, the classification system is much harder to follow than that of the established Michelin (red) guide (£6.40). The Hachette guide feels lively and has some interesting tidbits on population movement and regional policies. But its encyclopaedic nature (1,100 pages) means brief entries on sights.

Versailles, the Eiffel Tower and the Métro, for example, all receive fuller treatment in the Michelin green guide on Paris. These regional guides, seven of which are available in English, are easy to carry and their factual detail makes up for their dreary, somewhat dated appearance. (Paris; Brittany; Chateaux of the Loire; Dordogne; Riviera; Provence; Normandy. £3.90 each.)

One of the most satisfying specialist guides, *The Traveller's Guide to Art in France* (Mitchell Beazley £9.95), divides the country into eight touring regions with entries on galleries, churches and museums, and rates collections according to quality of display as well as intrinsic interest. There is ample, often amusing, evidence of the writers having done their legwork and for such a comprehensive guide this holds the interest remarkably.

The authors could occasionally be accused of superficiality (do we really need to be told that much of Rodin's

Portugal

A good guide is as important as a good travelling companion and should be chosen with equal care. You will share its interests and enthusiasms and depend on its accuracy and on its judgment of what mustn't be missed. The right book can make planning a holiday a joy and is the best souvenir to return to on cold winter evenings.

The Blue Guide to Portugal, by Ian Robertson (A & C Black £6.95), is a most stimulating and cultured companion – particularly for anyone interested in exploring the history, art and architecture of the country. While its tone is restrained and usually objective, it also conveys an important and easily shared enthusiasm.

The book, which is concerned only with mainland Portugal, follows the conventional formula of the Blue Guides, dividing the country into a number of routes which are systematically and thoroughly explored. This makes it ideal, though not exclusively so, for the motorist. It is not for the hurried traveller, nor for the one looking for the fastest route to the nearest beach, though a system of starring indicates points of special interest. A smaller typeface is used for subroutes and excursions and historical descriptions of greater detail, but the density of information is never crushing. Whether in the towns or the country the routes offer plenty of scope for individual diversions and wanderings and one never feels forced into a parade of tourist sites.

Practical information is less extensive; there are no lists of hotels (other than the government-run *pousadas*) or of restaurants. Instead the reader is referred to the national or local tourist offices. However, a useful menu glossary is provided as well as an interesting chapter introducing port and the wines of Portugal.

By contrast, Fodor's Portugal 1984, (Hodder and Stoughton £8.95), offers plenty of suggestions of places to stay and restaurants to eat in. This guide assumes its reader will be travelling on one of two levels: "de luxe" or "tourist". "Resist the temptation to take more than two suitcases," it advises, "porters are increasingly scarce these days." While claiming to be a balanced guide, the focus is on holiday practicalities: hotels, restaurants; shopping and so on.

Its description of Portuguese history, geography and culture is less

thorough. The style of writing is irrepressibly sentimental and tends to assume the reader will see everything through rose-tinted sunglasses. Fodor's Lisbon (Hodder and Stoughton £5.50) is a compact pocket-sized volume abridged from Fodor's Portugal.

Fodor's student son backpacking across Europe may well choose Let's Go: The Budget Guide to Spain, Portugal and Morocco (Columbus Books £6.95). Like Fodor, it is written first for an American readership, but, unlike Fodor, it is for those travelling on a shoestring budget. It has the added advantage for those on long overland trips of including the three countries in one volume, and more than half the book is concerned with Spain. Let's Go aims to take its readers off the tourist trail and in Portugal offers helpful suggestions in achieving this. The street plans of cities are rather sketchy, but the book provides a good deal of necessary practical information and lists plenty of low cost *pensões* and youth hostels as well as cheap places to eat.

The Rough Guide to Portugal by Mark Ellingham and John Fisher (Routledge and Kegan Paul £3.95) is the British counterpart of Let's Go. It is particularly strong on camping information and cheap *pensões* and, like Let's Go, offers less conventional tourist information such as addresses of feminist bookshops in Lisbon. The level of detail extends to train and bus schedules and wherever put to the test these proved accurate and saved an enormous amount of time and wrestling with a difficult language. I found it generally shrewd in assessing places, though sometimes uncritical in its quest for "authentic, tourist-free atmosphere". This guide is excellent value and its enthusiasm for the country and the people makes it not just informative, but also fun to read.

Baedeker's AA Portugal (Automobile Association £4.95) is an attractive true travel brochure style, with well chosen photographs of windmills and almond blossom, terraced vineyards, fishing villages and dramatic headlands. It is most useful in its introduction and section on practical information and least useful in its regional account of the country. This is alphabetically arranged, which results in a lot of jumping backwards and forwards to find out about a particular area.

Mary Cruickshank

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If you're going to Spain, Germany, Austria or France, Nelson have the resource series for your pupils' needs

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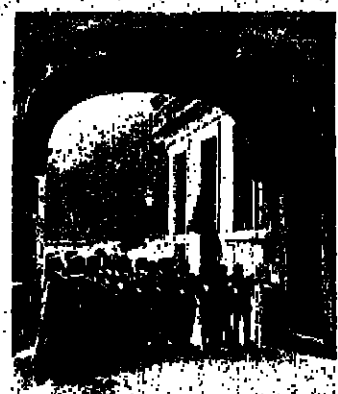
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Deputy Headships Second Masters/ Mistresses

BERKSHIRE
EMMERSLEY SCHOOL, Emmsley Road, Wokingham, Berks. RG1 1JA
7 FORM ENTRY CO-EDUCATIONAL
Comprehensive
Required September 1985.
Applicants should be suitably experienced teachers for the post of second master/mistress (Salary Scale 10) of this 11-16 mixed Co-educational school. The successful candidate will be responsible for the general management of the school and will have a major role in the development of the school. The successful candidate will be responsible for the general management of the school and will have a major role in the development of the school. The successful candidate will be responsible for the general management of the school and will have a major role in the development of the school.

CAMBRIDGESHIRE
COTTENHAM VILLAGE COLLEGE
Applications are invited from September 1985 for the post of second master/mistress (Salary Scale 10) of this 11-16 mixed Co-educational school. The successful candidate will be responsible for the general management of the school and will have a major role in the development of the school. The successful candidate will be responsible for the general management of the school and will have a major role in the development of the school.

BARNET
LONDON BOROUGH OF BARNET
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DEVON
Please see displayed advertisement on page 37. 130012

STAFFORDSHIRE
STAFFORDSHIRE COUNTY COUNCIL
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EAST SUSSEX
BEXHILL HIGH SCHOOL
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HILLINGDON
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ENFIELD
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SUTTON
LONDON BOROUGH OF SUTTON
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CAMBRIDGESHIRE
CITY OF ELY COLLEGE
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Scale 2 Posts and above

County Council

Required for 1st September, 1985.

ST. ALBAN'S R.C. COMPREHENSIVE SCHOOL, PONTPOOL (11-18)

HEADTEACHER GROUP 10

Application forms and further information obtainable from the Headmaster, should be returned to Mrs. M. Jackson, 13 Penylan Close, New Inn, Pontypool, by 28th February, 1985.

HEAD

Required September 1985.
SHEPPENA SCHOOL (Group 11), Sheppena Road, Colchester.
Applications are invited from suitably qualified Teachers with appropriate Senior experience for the Headship of this 11-18 Co-educational Comprehensive School.

Removal and disturbance allowances scheme in operation.
Proposals for the re-organisation of secondary education in Colchester are currently under consideration by the Secretary of State.

Please send foolscap s.a.s. for form and details to County Education Officer, P.O. Box 47, Thredneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 1st March, 1985.

ESSEX County Council

Following the retirement of the present Head Teacher, Mr J. Webster M.C., M.A., (Can. Tab), J.P., Applications are invited for the post of

HEAD TEACHER (Group 11)

of GILLINGHAM SCHOOL, Gillingham, vacant from 1 September 1985. This is a co-educational 11-18 school with 865 pupils, including 106 in the sixth form.

Further information and application forms are available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ on receipt of SAE.

The closing date for the receipt of applications is 27 February 1985.

DORSET County Council

PLASNET SCHOOL

Plasnet Grove, London E9 1PG
Head Teacher: Miss N. Williams
Number on roll: 1183

DEPUTY HEAD

Group 11 (subject to triennial review)
Required September 1985

Responsible, energetic, deputy head required for girls' multi-cultural school. Responsible for oversight of curriculum and timetable. Must be adaptable and prepared to give his/her time generously. Opportunities for innovation.

London Allowance: £1,000

Application forms/further particulars (s.a.s. please) available from the Director of Education to whom completed forms should be returned by 19th February 1985.

Education Office, 37/38 High Street, Stratford, E15 4BD.
An Equal Opportunities Employer

LONDON BOROUGH OF NEWHAM

PLASNET SCHOOL

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Number on roll: 1183

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LONDON BOROUGH OF NEWHAM

Careers

Heads of Department

Commercial Subjects

Scale 2 Posts and above

Scale 1 Posts

Scale 2 Posts and above

Scale 1 Posts

Scale 2 Posts and above

Scale 1 Posts

Scale 2 Posts and above

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Scale 1 Posts

Scale 2 Posts and above

SECONDARY RELIGIOUS EDUCATION

Scale 2 Posts and above

CROYDON
LONDON BOROUGH OF CROYDON

Required for September 1985. Religious Studies (Scale 1) who can teach at all levels up to and including 'O' level.

Part-time (17) post for R.E. Specialist with small amount of Geography History.

The appointment is for the Summer Term only.

SALARY - Burnham Scale with London Area Allowance.

Please send S.A.E. for application form and details to the Headmaster at the above address as soon as possible. (34100) 134202

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA

CARDINAL NEWMAN SCHOOL

Wardens Hill Road, Luton, Beds.

Headmaster: Mr W. Davies.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the voluntary aided Catholic (11) mixed comprehensive school. The school has a strong tradition of religious education and is seeking a teacher who can continue this tradition. The successful candidate will be responsible for the teaching of R.E. to all levels up to and including 'O' level. The post is full-time, permanent and offers an excellent opportunity for career development. The salary is in line with the Burnham Scale for the Bedfordshire area. Applications should be sent to the Headmaster, Cardinal Newman School, Wardens Hill Road, Luton, Bedfordshire, LU1 3JH. Closing date: 15th April 1985. (34100) 134202

DUDLEY

METROPOLITAN BOROUGH

(Equal Opportunity Employer)

THE EARLS HIGH

GRAMMAR SCHOOL, LANE

Halesowen, Staffs. Midlands, B63 5BL

(11 - 16 co-ed. Group 10)

Required for Summer Term 1985, a temporary teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, The Earls High Grammar School, Lane, Halesowen, Staffs. B63 5BL. (34100) 134202

HAVERING

LONDON BOROUGH OF HAVERING

ST. EDWARDS SCHOOL

St. Edwards Church, England

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, St. Edwards School, St. Edwards Church, England. (34100) 134202

NEWHAM

LONDON BOROUGH OF NEWHAM

FRANCIS NEWMAN SCHOOL

Francis Road, London E15 8BQ

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Francis Newman School, Francis Road, London E15 8BQ. (34100) 134202

NORTHAMPTONSHIRE

NORTHAMPTON DUSTON

BERRYWOOD ROAD SCHOOL

Northampton NN3 6AA

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Berrywood Road School, Northampton NN3 6AA. (34100) 134202

RELIGIOUS EDUCATION

SCALE 1

A teacher is required in September at this 13-18 co-ed. school to teach Religious Education. The successful candidate will be responsible for the teaching of R.E. to all levels up to and including 'O' level. The post is full-time, permanent and offers an excellent opportunity for career development. The salary is in line with the Burnham Scale for the Northamptonshire area. Applications should be sent to the Headmaster, Berrywood Road School, Northampton NN3 6AA. Closing date: 15th April 1985. (34100) 134202

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NORTHAMPTONSHIRE

NORTHAMPTON DUSTON

BERRYWOOD ROAD SCHOOL

Northampton NN3 6AA

NORTHAMPTONSHIRE

NORTHAMPTON THOMAS

BECKETT ROAD SCHOOL

Northampton NN3 6BF

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Beckett Road School, Northampton NN3 6BF. (34100) 134202

CROYDON

LONDON BOROUGH OF CROYDON

NORFOLK MANOR BOYS'

Stanford Road, London SW16

Tel: 01-764 76712

Part-time (17) post for R.E. Specialist with small amount of Geography History.

The appointment is for the Summer Term only.

SALARY - Burnham Scale with London Area Allowance.

Please send S.A.E. for application form and details to the Headmaster at the above address as soon as possible. (34100) 134202

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Headmaster: J.E. Gwynnall.

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Details of application form and details of the post are available from the Headmaster, St. Edwards School, St. Edwards Church, England. (34100) 134202

NEWHAM

LONDON BOROUGH OF NEWHAM

FRANCIS NEWMAN SCHOOL

Francis Road, London E15 8BQ

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Francis Newman School, Francis Road, London E15 8BQ. (34100) 134202

NORTHAMPTONSHIRE

NORTHAMPTON DUSTON

BERRYWOOD ROAD SCHOOL

Northampton NN3 6AA

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Berrywood Road School, Northampton NN3 6AA. (34100) 134202

RELIGIOUS EDUCATION

SCALE 1

A teacher is required in September at this 13-18 co-ed. school to teach Religious Education. The successful candidate will be responsible for the teaching of R.E. to all levels up to and including 'O' level. The post is full-time, permanent and offers an excellent opportunity for career development. The salary is in line with the Burnham Scale for the Northamptonshire area. Applications should be sent to the Headmaster, Berrywood Road School, Northampton NN3 6AA. Closing date: 15th April 1985. (34100) 134202

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LEICESTERSHIRE

COUNTY COUNCIL

EARLINGTON COLLEGE

North Lane, Earl Shilton.

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Earlington College, North Lane, Earl Shilton. (34100) 134202

HILLINGDON

LONDON BOROUGH OF HILLINGDON

BISHOPSHALL SCHOOL

Royal Lane, Hillingdon, Uxbridge, Middlesex UB8

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Bishopshall School, Royal Lane, Hillingdon, Uxbridge, Middlesex UB8. (34100) 134202

BOLTON

METROPOLITAN BOROUGH OF BOLTON

ST. JOHN'S SCHOOL

New York, Bolton BL3 4NG

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, St. John's School, New York, Bolton BL3 4NG. (34100) 134202

BRENT

LONDON BOROUGH OF BRENT

CLAPHAM HIGH SCHOOL

Clapham Avenue, Wembley, HA9 7JX

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Clapham High School, Clapham Avenue, Wembley, HA9 7JX. (34100) 134202

BROMLEY

LONDON BOROUGH OF BROMLEY

WOODSCHOOL FOR BOYS

High Street, Penge, London SE20 8OR

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Woodschool for Boys, High Street, Penge, London SE20 8OR. (34100) 134202

KINGSTON

UPON THAMES

LONDON BOROUGH OF KINGSTON UPON THAMES

NICHOLSON ROAD SCHOOL

Nicholson Road, Kingston KT2 5PT

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Nicholson Road School, Nicholson Road, Kingston KT2 5PT. (34100) 134202

NORTHAMPTONSHIRE

KETERING BOYS' SCHOOL

Windmill Avenue, Kettering, Northants, NN16 6PR

Headmaster: J.E. Gwynnall.

Required for April 1985, a teacher of R.E. (Scale 1) to teach in the school and up to 'O' level.

Details of application form and details of the post are available from the Headmaster, Kettering Boys' School, Windmill Avenue, Kettering, Northants, NN16 6PR. (

Further particulars can be obtained from whom completed applications should be filed, 22 February 1968.

Department of Education
Further Education
Applications are invited for the undernoted post. All

COLLEGES OF FURTHER EDUCATION

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY
COLLEGE OF TECHNOLOGY
Ripley Road, Epsom,
Surrey KT17 3DS
Applications are invited for the following post to be filled as soon as possible:
LECTURER II IN DEPARTMENT OF BIOLOGICAL SCIENCES
The successful candidate will be responsible for the teaching of a range of subjects on the BTEC National Certificate and Higher Certificate programmes.
Candidates should have appropriate professional and academic qualifications, together with industrial experience in the motor industry.
Salary Scale: Lecturer II, £5,910 - £10,512 p.a.
Closing date for applications: 22nd February 1985.
Further details may be obtained from the Principal, North East Surrey College of Technology, Ripley Road, Epsom, Surrey KT17 3DS. Tel: 01-359 4400. Fax: 01-359 4401. Please send a stamped envelope for further particulars and application form from the Vice-Principal. (33508) 290026

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
(An Equal Opportunities Employer)
TECHNOLOGY
DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING
LECTURER I IN MOTOR VEHICLE ENGINEERING
Applications are invited for the above post which will be filled as soon as possible. The successful candidate will be responsible for the teaching of a range of subjects on the BTEC National Certificate and Higher Certificate programmes.
Candidates should have appropriate professional and academic qualifications, together with industrial experience in the motor industry.
Salary Scale: Lecturer I, £5,910 - £10,512 p.a.
Closing date for applications: 22nd February 1985.
Further details may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UG. Tel: 061-480 1331. Fax: 061-480 1332. Please send a stamped envelope for further particulars and application form from the Vice-Principal. (33540) 290026

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NORTH EAST SURREY
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UNIVERSITY OF NEWCASTLE UPON TYNE
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Applications are invited for the following post to be filled as soon as possible:
LECTURER IN MATHEMATICAL EDUCATION
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SUNDERLAND POLYTECHNIC

Faculty of Education
Applications are invited for the following posts:
Salary scales: L11 £7,548-£11,175 BAR £12,099
SL £11,175-£13,128 BAR £14,061
Department of Teaching Studies
SENIOR LECTURER in Education
(Children with Special Needs in Mainstream and Special Schools)
The post will take effect from 1st May 1985, or as soon as possible thereafter and will involve work both in-service and with pre-service courses of teacher education.
Applicants should have experience of both severely handicapped children and pupils in normal primary schools. An interest in, and some experience of, research in the field of Special Needs will be an advantage.
Department of PE & Creative Studies
SENIOR LECTURER in Dance in Education
Effective from 1st May 1985, or as soon as possible thereafter the main teaching will be on the B.Ed (Hons) degree for Primary schools.
The successful applicant must be well qualified in Dance and have experience of teaching in the Primary School.
Applicants should identify themselves with the Faculty of Education has a sound research base and the person appointed would be invited to join the Creative Arts or Sports Studies research group.
L11/SL
In Sport Studies/Physical Education
Effective from 1st September 1985, the person appointed to this post will be required to contribute mainly to the teaching of the Psychology of Sport, on a B.A. (Hons) Sport Studies degree run jointly by Sunderland and Newcastle Polytechnics and a B.Ed (Hons) degree for Primary schools.
Applicants should identify a main practical sport area in which they can teach at Honours degree level. Experience of teaching in a Primary school will be an advantage.
The Department has established a sport research unit and the person appointed would be invited to become involved on an individual or group basis.
An application form and further particulars for the above posts may be obtained from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland SR2 7EE or tel (0783) 76231, Ext. 11.
Closing date: 22nd February, 1985. (11075)

Royal Military Academy, Sandhurst

Lecturers/Senior Lecturers (War Studies and International Affairs)
...to teach modern strategic studies, International Affairs since 1945, British foreign and defence policy and guerrilla and revolutionary warfare to graduate and non-graduate officers and officer cadets at Sandhurst.
Candidates for these two posts must have a degree with 1st or 2nd class honours, or an equivalent or higher qualification in history, International relations or a related subject and preferably have an expertise in the broad field of International Affairs and war studies. Specialist knowledge of Soviet/Russian peace affairs, experience in Crisis/War Gaming and of research advantages.
Salary: As Senior Lecturer (£9,325-£12,050); as Lecturer £5,905-£8,150. Level of appointment and starting salary according to qualifications and experience.
For further details and an application form (to be returned by 7 March 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref G/4-55.
Ministry of Defence
The Civil Service is an equal opportunity employer

Lancashire County Council

BURMLEY COLLEGE OF ARTS AND TECHNOLOGY
SHOREY BANK, OFF ORMEROD ROAD, BURMLEY.
TWO POSTS FOR DEPARTMENT OF CHILD STUDY AND COMMUNITY CARE
1. 1st September, 1985
SENIOR LECTURER (DEPUTY H.O.D.)
£11,175-£14,061 p.a.
Graduates with appropriate qualification in Social Work or Nursing preferred.
2. As soon as possible
LECTURER - GRADE 1 - SPECIAL NEEDS
£5,910-£10,512 p.a.
To assist in the continuing development of courses for the 18-19's, qualified teacher with appropriate experience preferred.
Forms/further details from: The Principal at the College (SAE please).
Closing date: 21st February, 1985.

PRINCIPAL THE HILL RESIDENTIAL COLLEGE, ABERGAVENNY

SALARY: BURNHAM GROUP 2, MAX. CURRENTLY £16,938
This short-term college with accommodation for 80 offers two-day and three-day adult education courses, summer schools and study tours; and is available as a course or conference centre to commercial and public service organisations. Its students are drawn from all over Britain and it has strong links with many European countries.
Applicants should be graduates with substantial adult education and administrative experience. The post will become vacant on the retirement of the present Principal on 31st August, 1985. The person appointed will be required to live in a modern 3-bedroom house in the college grounds, for which a rental will be charged.
Application forms and further details obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent, NP44 2XG, should be returned by: 28th February, 1985. (11068)

Inner London Education Authority

HACKNEY ADULT EDUCATION INSTITUTE
Chelmer Road, E9 8BZ
Vice Principal
wanted from September 1985.
Hackney is one of London's most deprived inner city boroughs with a high level of unemployment and a range of social needs to which the Institute is expected to offer an educational response through a large number of courses and workshops.
Applicants should have relevant teaching and organizing experience. The successful candidate must have the initiative and willingness to contribute to the Institute's existing programme and be prepared to work as a member of a large team.
Salary scale in accordance with the Burnham (F.E.) Report: Vice Principal Group 4 (Max) £16,944 plus £1,038 London Allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable by 22 February 1985 from the Education Officer, (ED/CEG), The County Hall, SE1 7PB (stamped addressed foolscap envelope).
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER 0540

County of Cleveland

EDUCATION DEPARTMENT
Appointment of Deputy Youth and Community Workers
Applications are invited from suitably qualified candidates for the above posts at Thornthwaite and Whitby Banks Youth and Community Centres, Middlesbrough, Cleveland.
These Centres were purpose built and have the advantage of extensive facilities.
Duties will involve assisting the Youth and Community Worker, in charge together with special responsibilities in certain areas.
Salary and Conditions of Service are in accordance with the recommendations of the Joint Negotiating Committee. The basic salary for the Deputy Youth and Community Worker is in the range of £8,048-£7,710 (JNC Scale 2).
Financial assistance with household removal expenses may be available in approved cases.
Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 25th February, 1985.
We are an equal opportunities employer. (0606)

UNIVERSITY OF BATH

SCHOOL OF EDUCATION
BP LECTURESHIP IN EDUCATION AND INDUSTRY
The person appointed will be expected to take part fully in the work of the School and in particular to develop links with industry in the context of initial and in-service teacher education, and to participate in and develop research projects and curriculum initiatives in this area.
Applicants should possess good academic qualifications as well as appropriate educational and industrial experience.
Salary range £7,620 to £14,925 per annum.
Further particulars and application forms obtainable from the Personnel Officer, University of Bath, Bath BA2 7AY, quoting reference 85/18.
Closing date: 4th March 1985.

THE UNIVERSITY OF LEEDS

SCHOOL OF EDUCATION
NATIONAL EVALUATION OF TVEI (4 posts)
Applications are invited from suitably qualified graduates for the following posts in connection with a national evaluation for the Manpower Services Commission of curriculum aspects of the Technical and Vocational Education Initiative.
SENIOR RESEARCH FELLOW (Ref No. 28/70)
RESEARCH FELLOW (Ref No. 28/71)
TWO POST OF RESEARCH ASSISTANT (Ref No. 28/72)
Experienced of qualitative research methodology and case study work is an important requirement for the posts of Senior Research Fellow and Research Fellow. School of Education studies are highly desirable for all four posts, and a strong background in research methodology would be essential for at least one.
Appointments will be made as soon as possible and will be for a fixed term ending not later than 31 August 1985. Subject to negotiations with employing authorities it may be possible to arrange secondment for serving teachers for the period of the evaluation.
Informal enquiries may be directed to either Mr Douglas Barker, Reader in Education, or Professor David Layton, the joint directors of the evaluation (Tel 0532 751781, Ext. 8505).
Initial salaries, according to age, experience and qualifications, within the ranges:
Senior Research Fellow £11,805 - £14,925
Research Fellow £7,620 - £12,150
Research Assistant £5,800 - £8,420
Application forms and further particulars may be obtained from the Registrar, The University of Leeds, Leeds LS2 9JT, quoting the appropriate reference number(s). Closing date for applications: 20 February 1985. (0604)

Cheshire Education Committee

North Cheshire College
Director: William E. Buckley
DES SCHOOL TEACHER FELLOWSHIPS
in Language, Learning and English Teaching
1-year full-time, commencing September 1985
In conjunction with the Cheshire Language Centre, based at the University of Liverpool, we are offering eight fellowships annually, commencing September 1985. There will be a structured college input, as well as the opportunity to work on a substantial curriculum project of the Fellow's own choosing, alongside others with similar interests.
Please write or telephone for further details as soon as possible to:
ADMISSIONS
NORTH CHESHIRE COLLEGE
PADGATE CAMPUS
FEARNEHEAD AVE
WARRINGTON WA2 0DS
You should also alert your LEA to your interest in the Scheme.

Inner London Education Authority

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Chelmer Road, E9 8BZ
Vice Principal
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ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER 0540

County of Cleveland

EDUCATION DEPARTMENT
Part-Time Qualified Youth Worker
5 Day-Time Sessions Per Week
£17.47 per session
Required for day time provision for the young unemployed - a project based at Sutton Youth Centre. The person appointed will be responsible for supervision, evaluation, research and administration of the project and liaison with other agencies.
Application forms and further details obtainable from Mrs H Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-861 6749.
Closing date 22nd February 1985. (10730)

County of Cleveland

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SCHOOL OF EDUCATION
BP LECTURESHIP IN EDUCATION AND INDUSTRY
The person appointed will be expected to take part fully in the work of the School and in particular to develop links with industry in the context of initial and in-service teacher education, and to participate in and develop research projects and curriculum initiatives in this area.
Applicants should possess good academic qualifications as well as appropriate educational and industrial experience.
Salary range £7,620 to £14,925 per annum.
Further particulars and application forms obtainable from the Personnel Officer, University of Bath, Bath BA2 7AY, quoting reference 85/18.
Closing date: 4th March 1985.

THE UNIVERSITY OF LEEDS

SCHOOL OF EDUCATION
NATIONAL EVALUATION OF TVEI (4 posts)
Applications are invited from suitably qualified graduates for the following posts in connection with a national evaluation for the Manpower Services Commission of curriculum aspects of the Technical and Vocational Education Initiative.
SENIOR RESEARCH FELLOW (Ref No. 28/70)
RESEARCH FELLOW (Ref No. 28/71)
TWO POST OF RESEARCH ASSISTANT (Ref No. 28/72)
Experienced of qualitative research methodology and case study work is an important requirement for the posts of Senior Research Fellow and Research Fellow. School of Education studies are highly desirable for all four posts, and a strong background in research methodology would be essential for at least one.
Appointments will be made as soon as possible and will be for a fixed term ending not later than 31 August 1985. Subject to negotiations with employing authorities it may be possible to arrange secondment for serving teachers for the period of the evaluation.
Informal enquiries may be directed to either Mr Douglas Barker, Reader in Education, or Professor David Layton, the joint directors of the evaluation (Tel 0532 751781, Ext. 8505).
Initial salaries, according to age, experience and qualifications, within the ranges:
Senior Research Fellow £11,805 - £14,925
Research Fellow £7,620 - £12,150
Research Assistant £5,800 - £8,420
Application forms and further particulars may be obtained from the Registrar, The University of Leeds, Leeds LS2 9JT, quoting the appropriate reference number(s). Closing date for applications: 20 February 1985. (0604)

Cheshire Education Committee

North Cheshire College
Director: William E. Buckley
DES SCHOOL TEACHER FELLOWSHIPS
in Language, Learning and English Teaching
1-year full-time, commencing September 1985
In conjunction with the Cheshire Language Centre, based at the University of Liverpool, we are offering eight fellowships annually, commencing September 1985. There will be a structured college input, as well as the opportunity to work on a substantial curriculum project of the Fellow's own choosing, alongside others with similar interests.
Please write or telephone for further details as soon as possible to:
ADMISSIONS
NORTH CHESHIRE COLLEGE
PADGATE CAMPUS
FEARNEHEAD AVE
WARRINGTON WA2 0DS
You should also alert your LEA to your interest in the Scheme.

Inner London Education Authority

HACKNEY ADULT EDUCATION INSTITUTE
Chelmer Road, E9 8BZ
Vice Principal
wanted from September 1985.
Hackney is one of London's most deprived inner city boroughs with a high level of unemployment and a range of social needs to which the Institute is expected to offer an educational response through a large number of courses and workshops.
Applicants should have relevant teaching and organizing experience. The successful candidate must have the initiative and willingness to contribute to the Institute's existing programme and be prepared to work as a member of a large team.
Salary scale in accordance with the Burnham (F.E.) Report: Vice Principal Group 4 (Max) £16,944 plus £1,038 London Allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable by 22 February 1985 from the Education Officer, (ED/CEG), The County Hall, SE1 7PB (stamped addressed foolscap envelope).
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER 0540

County of Cleveland

EDUCATION DEPARTMENT
Part-Time Qualified Youth Worker
5 Day-Time Sessions Per Week
£17.47 per session
Required for day time provision for the young unemployed - a project based at Sutton Youth Centre. The person appointed will be responsible for supervision, evaluation, research and administration of the project and liaison with other agencies.
Application forms and further details obtainable from Mrs H Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-861 6749.
Closing date 22nd February 1985. (10730)

County of Cleveland

EDUCATION DEPARTMENT
Appointment of Deputy Youth and Community Workers
Applications are invited from suitably qualified candidates for the above posts at Thornthwaite and Whitby Banks Youth and Community Centres, Middlesbrough, Cleveland.
These Centres were purpose built and have the advantage of extensive facilities.
Duties will involve assisting the Youth and Community Worker, in charge together with special responsibilities in certain areas.
Salary and Conditions of Service are in accordance with the recommendations of the Joint Negotiating Committee. The basic salary for the Deputy Youth and Community Worker is in the range of £8,048-£7,710 (JNC Scale 2).
Financial assistance with household removal expenses may be available in approved cases.
Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 25th February, 1985.
We are an equal opportunities employer. (0606)

UNIVERSITY OF BATH

SCHOOL OF EDUCATION
BP LECTURESHIP IN EDUCATION AND INDUSTRY
The person appointed will be expected to take part fully in the work of the School and in particular to develop links with industry in the context of initial and in-service teacher education, and to participate in and develop research projects and curriculum initiatives in this area.
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Salary scale in accordance with the Burnham (F.E.) Report: Vice Principal Group 4 (Max) £16,944 plus £1,038 London Allowance.
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Salary and Conditions of Service are in accordance with the recommendations of the Joint Negotiating Committee. The basic salary for the Deputy Youth and Community Worker is in the range of £8,048-£7,710 (JNC Scale 2).
Financial assistance with household removal expenses may be available in approved cases.
Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 25th February, 1985.
We are an equal opportunities employer. (0606)

EDUCATION COMMITTEE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE Project Director

£16,824 - £18,141

An MSC 1 funded TVEI project to be based on a consortium of four Canterbury Secondary Schools and the Canterbury College of Technology will commence in September 1985. In order to ensure the maximum involvement of the Project Director in the development of the scheme prior to commencement, applications for the post are now invited from suitably qualified candidates with a view to taking up duties as quickly as possible after 1st April 1985. The Authority wish to appoint a person with a good record of dynamic leadership and who has been involved at a senior level with recent developments in the education and training of the 14-18 age group.

The appointment will be for the five year duration of the project, but the Authority will endeavour to provide an alternative post at its conclusion. Salary will be in accordance with Burnham Head Teacher Group 10 Scale, and Conditions of service will be those of the NJC for APT and C Staff.

Application forms and further information returnable by 1 March from the County Education Officer (Reference S/M3), Kent County Council, Education Department, Springfield, Maidstone, ME14 2LJ or phone Mary Erwin on Maidstone 871411 ext 2393.

(10735)



THE SCHOOL CURRICULUM DEVELOPMENT COMMITTEE

Arts in Schools Project Appointment of Director and two Assistants

The School Curriculum Development Committee (SCDC) will develop resources to support the teaching of the arts (dance, drama, literature, music and visual arts) in primary and secondary schools.

The project, to be based at the SCDC, will run from September 1985 - August 1988. The central team, director and two assistants, will work with a number of schools.

The team's combined experience will include teaching in primary and secondary schools, curriculum development, knowledge of the arts and communication skills. The director will need the organising skills necessary for a national project involving collaboration with LEAs and other organisations.

Salary: Director, within the range £14,195-18,789 (plus London Weighting).

Project Officers, within the range £11,782-14,444 (inclusive of London Weighting).

Alternatively, the successful candidates may wish to apply for secondment on present salary plus an allowance.

Application forms and further details from: Admin Team, SCDC, Newcombe House, 45 Notting Hill Gate, London W11 3JB. Telephone 01-229 1234 x 292/3. Closing date: Monday, 4th March 1985.

(1077)

Education Officer (Continuing Education)

Grade P05 £16,020 - £17,048 p.a.
plus £877 L.W. and Supplements

Applications are invited for the post of Education Officer (Continuing Education). The post holder will lead one of the Department's three major branches and will have responsibility for the Further Education Service, the Youth and Community Service and the Careers Service.

As Head of the Continuing Education Branch and a member of the Department's Senior Management Team, the post holder will have responsibility for developing policy in respect of all aspects of further, higher and continuing education and the Youth and Community Service. Administration of the Council's Major Awards scheme and contribution to the Youth Training Scheme also falls under this Branch Head.

Applicants should have considerable experience of the Education Service at senior level and proven managerial experience.

This post is NOT suitable for job sharing. THIS IS A RE-ADVERTISEMENT - PREVIOUS APPLICANTS WILL BE RE-CONSIDERED.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex. HAD 58R returnable by 1st March. Telephone 01-693 0371 (24 hour Answerphone service). Reference number E/35 must be quoted.

(1076)



HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
Ref. 10403A. Returnable by 15th February 1985.
Ref. 10403B. Returnable by 15th February 1985.
Ref. 10403C. Returnable by 15th February 1985.
Ref. 10403D. Returnable by 15th February 1985.
Ref. 10403E. Returnable by 15th February 1985.
Ref. 10403F. Returnable by 15th February 1985.
Ref. 10403G. Returnable by 15th February 1985.
Ref. 10403H. Returnable by 15th February 1985.
Ref. 10403I. Returnable by 15th February 1985.
Ref. 10403J. Returnable by 15th February 1985.
Ref. 10403K. Returnable by 15th February 1985.
Ref. 10403L. Returnable by 15th February 1985.
Ref. 10403M. Returnable by 15th February 1985.
Ref. 10403N. Returnable by 15th February 1985.
Ref. 10403O. Returnable by 15th February 1985.
Ref. 10403P. Returnable by 15th February 1985.
Ref. 10403Q. Returnable by 15th February 1985.
Ref. 10403R. Returnable by 15th February 1985.
Ref. 10403S. Returnable by 15th February 1985.
Ref. 10403T. Returnable by 15th February 1985.
Ref. 10403U. Returnable by 15th February 1985.
Ref. 10403V. Returnable by 15th February 1985.
Ref. 10403W. Returnable by 15th February 1985.
Ref. 10403X. Returnable by 15th February 1985.
Ref. 10403Y. Returnable by 15th February 1985.
Ref. 10403Z. Returnable by 15th February 1985.

COVENTRY CITY COUNCIL

EDUCATION DEPARTMENT

SENIOR ADVISER

SOULBURY GROUP II

£18,159-£19,509

Applications are invited for this senior post on the staff of the Director of Education, which becomes vacant from 1st September 1985. The duties are to assist the Chief Inspector in the management of the advisory service and the co-ordination of the support services.

Coventry is involved in many projects and this post offers the opportunity of involvement in a wide range of developments.

Applicants should have a wide experience of the education service and show evidence of personal initiative.

Application forms and further details from the Director of Education, Room 116, Council Offices, Coventry, CV1 5RS. Telephone Coventry 25555, extension 2054. Returnable by 18 February 1985. Previous applicants need not re-apply.

(1087)

County Education Office

PRINCIPAL OFFICER

P03 £11,703 - £12,738

Applications are invited for the above post to be responsible to the Senior Education Officer (Community Education, Youth and Careers) for all administrative and financial aspects of the Education Departments Mode (B1) Youth Training and Community Programme Schemes. Major duties include co-ordination of the activities of the seven Y.T.E.C.C. Centres and detailed liaison with the Manpower Services Commission.

Generous relocation allowances are payable in approved cases.

CAREERS SERVICE

CAREERS OFFICER

2 POSTS

(POST 18)

Post 'A' based in Chelmsford for the Mid Essex Area
Post 'B' based in Loughton for the West Essex and Uttlesford Area.

Scale 6 or 8
(£7,191 - £7,896 or £8,164 - £8,712 + £282 inner fringe area allowance for post B)

CAREERS OFFICER

3 POSTS

(MAIN GRADE)

Post 'C' based in Colchester for North East Essex and Braintree Area.
Post 'D' based in Grays for South West Essex Area.
Post 'E' based in Southend for South East Essex Area.

Scale 5
(£7,191 - £7,896 + £182 outer fringe area allowance for post D)

Applicants must hold the Diploma in Careers Guidance and will be required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

Application forms and job descriptions for all posts are available from the County Education Officer (P), P.O. Box 47, Thrednede House, Market Road, Chelmsford, CM1 1LD (Chelmsford 267222 Ext. 2828) (a.s.p. please).

Closing date: 22nd February 1985

(1070)



EDUCATION DEPARTMENT

FURTHER EDUCATION DIVISION

(i) MARKETING DIRECTOR

Salary Indicator £16K

(ii) C.E.L.P. PROJECT DIRECTOR

Salary Indicator £14K

The Further Education Division of the City of Birmingham Education Department is in the forefront of the development of education and training policies and practices to meet the challenge of the 1980's.

The Department now seeks to appoint two key post-holders who will promote the training opportunities provided by the Further Education Division and identify new client needs.

(i) The MARKETING DIRECTOR will be responsible for the overall development and co-ordination of marketing activities, including market research, training needs identification, consultancy, delivery systems, programme design and publicity - on behalf of the Birmingham FE System.

To meet this challenging position, applicants are likely to have an industrial and/or commercial background in marketing, plus experience of education and training. They will demonstrate an established record of achievements in their field.

(ii) Responsible to the Marketing Director, the College Employer Link PROJECT DIRECTOR will assist in the development of the Further Education System's response to meet current needs in industry and commerce.

Applicants for this post should have substantial experience in either Further Education or in industrial/commercial training. They will demonstrate the potential to forge effective links between Colleges and industry/commerce.

The Marketing Director post will be for a two year period. Initially, The CELP Project Director will be temporary to 31st December 1985.

For further details and an application form contact: The FE Division, Education Department, Room 101, Margaret Street, Birmingham B3 9SL. Telephone: 021-235 2840.

For an informal discussion about these posts telephone 021-235 2895.

An Equal Opportunities Employer.



Administration General

LIVERPOOL

MERSEYSIDE YOUTH

ASSOCIATION LIMITED

CRAWFORD ARTS CENTRE

MANAGER

M. Y. A. Limited are seeking

to appoint Manager to be

responsible for the direction

of the Arts in its purpose-

built Centre and throughout

its affiliated clubs.

Applicants should have

proven experience in Youth

Arts and an appreciation of

the place of the Arts in Youth

Work.

Experience in a supervisory

position and a clear under-

standing of handling of

finance is essential.

Salary: Burnham FE Lectur-

er.

Further details and applica-

tion forms from the Senior

Arts and Projects Officer, 85

SEA Road, Liverpool L6

SAF.

Closing date: 28th February

1985. (35351) 50000

LONDON

SPRINGBOARD BACKNEY

A Youth Training Scheme

sponsored by Community

Volunteers, requires a

Training Officer to

organise their life and Social

programmes and to

assist the Training Officer

organise all aspects of training.

Applicants will prefer-

ably have some teaching ex-

perience, possess good com-

munication skills, and be able

to develop and deliver an ex-

citing life and Social Skills

programme. Experience of

YTS would be an advantage,

but is not essential.

Salary: £7,800 per annum.

Inclusive.

Applicants are welcomed

from people regardless of dis-

ability, marital status, racial

origin or age.

Call 01-866 1830 for ap-

plication form and job de-

scription.

Salary: £7,800 per annum.

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YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Post of ASSISTANT SECRETARY

Following a recent internal appointment, applications are now invited for the above post which will initially be designated to the Sheffield Office, although applicants should realise that in the long term, the Board intends to base its operations in one office, either in Harrogate or in a new location in the centre of the Board's region.

Duties involve serving a range of professional committees, writing minutes, preparing agendas and advising teachers on matters relating to assessment and examinations.

Applicants should have good academic qualifications, teaching and/or administrative experience, and a reasonable understanding of the public examination system.

The conditions of service will be those laid down by the National Joint Council for Local Authorities' Professional, Technical and Clerical Services. The salary scale will be NJC points 36-43, £11,562-£13,336. An essential car user allowance is payable to candidates who hold a current driving licence and own a car.

Appointments may be made in the first instance, at Professional Assistant level, on the salary scale NJC points 36-37, £11,025-£11,259, with promotion to Assistant Secretary after one to two years satisfactory service.

Letters of application (no forms will be issued) should give the name, address and status of three referees, present salary and other relevant information, including the date on which the applicant could commence duty. (Any unsuccessful applicant for the previous post who wishes to be re-considered is asked to confirm this fact in writing). Envelopes should be marked 'Personal' and addressed to the Secretary, Yorkshire and Humberside Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, North Yorkshire, HG1 2HW, and should arrive by 9.00 a.m. on Friday, 16th February, 1985.

(1055)

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts:-

(i) SENIOR ASSISTANT SECRETARY

(From 1 September 1985) £12,243 - £13,668 plus London Weighting £1,248

(ii) ASSISTANT SECRETARY

(from 1 May 1985) £10,716 - £12,645 plus London Weighting £1,248

Applicants should preferably have substantial teaching experience in secondary, further or higher education and administrative experience.

Forms and further details should be requested by postcard from the undersigned (or by telephone: 01-870 2144 Ext. 63) to whom completed forms should be returned no later than 27 February 1985.

D H Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

(1050)

DO YOU RECRUIT TEACHERS?
OUR COMPETITIVE FEES AND
PROFESSIONAL EXPERTISE ARE
ONLY HALF THE STORY!

Heads, Directors and other senior administrators are invited to contact us for full details of all our services.

(1052)

CC Education Consultants

3 Temple Row West, Birmingham B2 5NY, England, U.K.
Tel: 021-233 3233 Telex: 334264

FURTHER EDUCATION UNIT

The FEU, which is an advisory, intelligence and development body for further education, requires as soon as possible.

DEVELOPMENT OFFICER

to assume responsibility for the co-ordinating and management of nine regional agents working on the FEU (Professional, Industrial and Commercial Updating) programme, under the overall direction of the Chief Officer.

Applicants must have worked in further or higher education and/or training and have experience in developing mid-career vocational education for adults in employment. They must have had management experience to enable them to guide and co-ordinate the activities of a regional network and to liaise with other agencies. Professional, industrial or commercial experience is also desirable. The Development Officer will be based in London, but some travel will be involved.

Salary range £14,195-£18,789 (including £1,300 per annum London Weighting)

The appointment will be for a period of two years; some extension may be possible. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: Mrs M Murray, FEU, Elizabeth House, York Road, London SE1 7PH (telephone 01-928 9222, Ext. 2410/2680).

This is a re-advertisement. Previous applicants who wish to be re-considered should indicate this in writing.

Closing date for receipt of application forms is for Friday 1st March,

